Wellesley College Bulletin

Catalog 1989-1990

Wellesley College Bulletin
Vol. 79, No. 1 September 1989
Wellesley College Bulletin (USPS 078-360) is published September, November, December, February, March, and May by Wellesley College, Green Hall, Wellesley, MA 02181. Second-class postage paid at Boston, MA. Postmaster: Send address change to Wellesley College Bulletin, Green Hall, Wellesley College, Wellesley, MA 02181.

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Academic Calendar 1989-90

First Semester

AUGUST

New students arrive	31, Thurs.

SEPTEMBER

Orientation weekend	1, Fri. through 4, Mon.
Returning students arrive	2, Sat.
First Day of Classes	5, Tues.
Convocation	5, Tues.

OCTOBER

Fall recess begins (after classes)	6, Fri.
Fall recess ends	10, Tues.

NOVEMBER

Thanksgiving recess begins (after classes)	22, Wed.
Thanksgiving recess ends	26, Sun.

DECEMBER

Classes end	8, Fri.
Reading period begins	9, Sat.
Examinations begin	13, Wed.
Examinations end	19, Tues.
No examinations	16, Sat. 17, Sun.
Holiday vacation begins (after examinations)	19, Tues.

JANUARY

Wintersession begins	8, Mon.
Wintersession ends	26, Fri.

Second Semester

JANUARY

Classes begin	29, Mon.

FEBRUARY

President's Day (no classes)	19, Mon.

MARCH

Spring vacation begins (after classes)	23, Fri.

APRIL

Spring vacation ends	1, Sun.
Patriot's Day (no classes)	16, Mon.

MAY

Classes end	8, Tues.
Reading period begins	9, Wed.
Examinations begin	14, Mon.
Examinations end	18, Fri.

JUNE

Commencement	1, Fri.

Inquiries, Visits & Correspondence

Wellesley welcomes inquiries and visits to the College from prospective students, their parents, and other interested individuals. For those who would like more detailed information on many of the programs and opportunities described in this catalog, the College publishes a number of brochures and booklets. These publications, as well as answers to any specific questions, may be obtained by writing to the appropriate office as listed.

For those who would like to visit the College, the administrative offices in Green Hall are open Monday through Friday, 8:30 a.m. to 4:30 p.m., and by appointment on most Saturday mornings during the academic term. With the exception of a few holidays, arrangements can usually be made to greet prospective students during Wellesley's vacation periods. Accommodations for alumnae and for parents of students or prospective students are available on the campus in the Wellesley College Club and may be reserved by writing to the club manager.

A prospective student who wishes to arrange an interview with a member of the professional staff of the Board of Admission should make an appointment well in advance. Student guides are available to provide tours for visitors without appointments. Visitors may, however, wish to call the Board of Admission prior to coming to Wellesley to obtain information regarding scheduled tours.

President
General interests of the College

Dean of the College
Academic policies and programs

Dean of Students
Student life
Advising, counseling
Residence
MIT cross registration
Exchange programs
International students
Study abroad

Class Deans
Individual students

Dean of Continuing Education
Continuing education students

Director of Admission
Admission of students

Director of Financial Aid
Financial aid; student employment; fellowships; student loans

Bursar
College fees

Registrar
Transcripts of records

Director, Career Center
Graduate school; employment; general career counseling of undergraduates and alumnae

Vice President for Finance and Administration
Business matters

Vice President for Public Affairs
Media; publications; special events

Vice President for Resources
Gifts and bequests

Executive Director, Alumnae Association
Alumnae interests

Address
Wellesley College
Wellesley, Massachusetts 02181
(617) 235-0320

The College

The College

A student's years at Wellesley are the beginning — not the end — of an education. A Wellesley College degree signifies not that the graduate has memorized certain blocks of material, but that she has acquired the curiosity, the desire, and the ability to seek and assimilate new information. Four years at Wellesley can provide the foundation for the widest possible range of ambitions, and the necessary self-confidence to fulfill them. At Wellesley, a student has *every* educational opportunity. Above all, it is Wellesley's purpose to teach students to apply knowledge wisely, and to use the advantages of talent and education to seek new ways to serve the wider community. These are the elements of an education that can never grow old and can never become obsolete.

Wellesley is a college for the serious student, one who has high expectations for her personal and intellectual life, and for her career. Beyond this common ground, there is no Wellesley stereotype. Students at the College come from all over the world, from different cultures and backgrounds. They have prepared for Wellesley at hundreds of different secondary schools; sixty-three percent of them attended public secondary schools. Wellesley students are American Indian, Asian-American, Black, Chicana, Hispanic, and white. Through the Continuing Education Program, a number of women beyond the traditional college age, many of whom are married and have children, are part of the student body working toward a Wellesley degree. Men and women from other colleges and universities study at Wellesley through various exchange programs.

This diversity of people and personalities is made possible, in large part, by the College's aid-blind admission policy. Students are accepted without reference to their ability to pay. Once admitted, those with demonstrated need receive financial aid through a variety of services. Approximately 68% of the student body currently has financial help; about 48% of those receive aid directly from the College.

Wellesley's founder, Henry Fowle Durant, was an impassioned believer in educational opportunity for women. Throughout its 114 year history Wellesley has been one of a handful of preeminent liberal arts colleges in the country, and, at the same time, a distinguished leader in the education of women.

The Wellesley College Center for Research on Women, a policy-oriented research institution on campus, was founded in 1974 and has produced much work of national importance about the role of women and men in contemporary society.

In some respects, the liberal arts curriculum at Wellesley, like the traditional commitment to women, has changed little since the College was founded. The constant features are the grouping of disciplines into the humanities, the social sciences, and the natural sciences and the requirement that each student sample widely from courses in each group. Consistent also is the concept of the major — the opportu-

nity for each student, through concentrated study during her junior and senior years, to establish mastery in a single area. The College has adhered to this framework because it emphasizes the building blocks of a continuing education: the ability to speak and write clearly, the knowledge to manage quantitative data with ease, the confidence to approach new material, the capacity to make critical judgments. Whatever the student chooses to do with her life, these skills will be essential.

Within this traditional liberal arts framework, the Wellesley curriculum is dynamic, responsive to social change and quick to incorporate new fields of study. The dramatic expansion of information of the last 25 years has led to an increasingly interdisciplinary course of study. Single majors in traditional disciplines have been joined by double majors, and especially designed interdisciplinary and interdepartmental majors. Some departments also offer minors. A multidepartmental First Year Student Writing Course is a degree requirement.

Wellesley students and faculty in all disciplines are encouraged to use the College's academic computing facilities in their courses and research. Use of the computer is not limited to word processing and the sciences; faculty members are pioneering applications of artificial intelligence and teaching technology in such fields as philosophy, music, history, and languages. Wellesley was one of the first liberal arts colleges to establish a separate Computer Science Department and Computer Science major.

Introduced five years ago, the Cluster Program, although not offered in 1989-90, gives students a new format in which to study traditional materials of the liberal arts curriculum.

The Wellesley MIT Cross-Registration Program allows students to combine the strengths of these two outstanding institutions while remaining in residence on their own campuses. Wellesley students enroll in a large variety of MIT subjects, largely in the humanities, social sciences, planning, and management, as well as courses in computer science, engineering, mathematics, and the sciences. Popular courses have been "Issues in Architecture," "Financial Management," "Cost Accounting," and "Field Geology." Wellesley students construct individual majors in such subjects as Urban Planning, Engineering, and Linguistics which draw on the resources of departments at both MIT and Wellesley. A bus runs hourly between the two campuses.

The Twelve College Exchange Program brings men and women from other member New England colleges to Wellesley for a semester or a year, and enables Wellesley students to live and study on another campus. The College also offers exchanges between Wellesley and Brandeis University in nearby Waltham, Spelman College, a distinguished Black liberal arts college in Atlanta, Georgia, and Mills College, in Oakland, California.

Wellesley students are encouraged to spend a semester or a year abroad in programs at many institutions throughout the world. Financial aid for study abroad is available through several Wellesley funds. The Slater program underwrites the cost of attending European institutions for a summer or academic year, and it brings Slater Fellows from abroad to the Wellesley campus. The Waddell program provides funds for study in Caribbean countries or in Africa. The Stecher program enables students to study art abroad either during the academic year or summer. There are also several funds for study in Asia during the academic year and the summer.

The Wellesley faculty are scholars composed of scientists, artists, and political and economic analysts who have achieved highest recognition in their fields. Dedicated to teaching, they bring to the College a vast range of academic and professional interests. A number of faculty live on or near the campus. They are committed to all aspects of life in the Wellesley community, and are available to students long after the end of class.

There is one faculty member for every ten students. As a result, the average class size is 15 to 18 students. A few popular introductory courses enroll more than 100, but these classes routinely break into small discussion groups under the direction of a faculty member. In general, seminars bring together 12 to 15 students and a professor to investigate clearly defined areas of concern. The low student-faculty ratio offers an excellent opportunity for students to undertake individual work with faculty or honors projects and research.

Learning at Wellesley is supported by excellent academic facilities. Wellesley students have access to virtually all the collections on campus through a computerized library system: a total of nearly 1 million items, including 630,000 bound volumes, 2,800 periodicals, 194,000 microforms, 14,000 sound recordings, a comprehensive file of federal and international documents, and archives documenting the College's history. Among the special holdings are a world-renowned Browning Collection, a Book Arts Collection, and a Rare Book Collection. Through interlibrary loans, Wellesley students can tap the resources at MIT, Boston University, Tufts, and hundreds of other outstanding libraries in Boston, across the United States, and around the world.

Wellesley's strength in the sciences dates to the nineteenth century, when the College's physics laboratory was the second such laboratory in the country (the first was at the Massachusetts Institute of Technology). The Science Center brings together all the science departments, including mathematics and computer science, in a contemporary setting that fosters interdisciplinary discussion and study. Laboratories in the Science Center are completely equipped for a wide variety of fields. The Center also includes an extensive complex of greenhouses and a fine observatory.

Students in the arts find excellent facilities in the Jewett Arts Center, a complex consisting of the art department wing and the theatre and music wing, linked by the Wellesley College Museum.

Wellesley recognizes that classroom activities and studying are only part of a college education. The residence hall system not only provides a pleasant and comfortable place to live, but seeks, through educational programs, to integrate academic and extracurricular life. Residence life is administered in several different ways, ranging from professional heads of houses to student-run cooperatives.

For many students, the lessons learned competing on the athletic field, publishing the *Wellesley News*, or participating in a Wellesley-sponsored summer internship in Washington are of lifelong importance. The College encourages self-expression through any of the over 100 established student organizations, as well as any interest that a student may choose to pursue alone or with a small number of friends. Wellesley also supports those students who investigate religious issues and thought. The College chaplaincy offers a religious program embracing many faiths, including denominational services for those who wish to participate.

Wellesley is a small community, and the quality of life depends upon the involvement and commitment of each of its constituents. For this reason, students at the College participate in decision making in nearly every area of College life. They serve, frequently as voting members, on every major committee of the Board of Trustees, including the Investment Committee, and on committees of the Academic and Administrative Councils, including the Board of Admission and the Committee on Curriculum and Instruction. In academic departments, they are voting members of the curriculum and faculty search committees. They also serve on committees that set policy for residential life and govern Schneider Center, the focus for much student activity on campus.

The Wellesley College Government Association was established in 1918 by student and faculty agreement. Through Senate, its elected representative body, it is the official organization of all Wellesley students. College Government officers are elected each spring on a campus-wide basis; Senate representatives are elected from each residence hall and from the Nonresident Student Organization.

Each student who comes to Wellesley College joins an extended community, composed of the thousands of alumnae who have preceded her. Some of them have been outstanding scholars and researchers; others have been leaders in politics and social issues; still others have made important contributions to their communities through volunteer work. We are proud of our alumnae. Their contributions, however they have chosen to make them, prove that four years at Wellesley College *is* just a beginning.

The Campus

Wellesley College has a campus of more than 500 acres bordering on Lake Waban. There are woodlands, hills and meadows, an arboretum, ponds, and miles of footpaths and fitness trails. In this setting are 64 buildings, with architectural styles ranging from Gothic to contemporary. The focal point of the campus is the Galen Stone Tower which rises 182 feet.

Facilities & Resources

The broad scope of Wellesley's curriculum is supported by excellent academic facilities, ranging from large lecture halls to study carrels, from tools to create art to equipment for advanced scientific research. Of equal importance to the quality of its academic facilities is the College's policy of making them available to all students.

Classrooms

The two primary classroom buildings, Founders Hall and Pendleton Hall, are located in the academic quadrangle. The humanities are taught in Founders and the social sciences in Pendleton East.

Science Center

The Science Center houses the departments of astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics, and psychology. The Center includes up-to-date and well equipped teaching and research laboratories.

The Science Library is a part of the Center. It has 91,500 volumes which include collections from all of the above departments. Group study rooms, carrels, audiovisual and tutorial rooms, copying equipment, microfilm facilities, portable computer terminals, even tool boxes for loan are under the supervision of a science librarian.

Greenhouses

The Margaret C. Ferguson greenhouses, named in honor of a former Wellesley professor of botany, contain more than 1,000 different kinds of plants. The 14 houses, completely renovated and double glazed for energy efficiency, can be controlled separately, providing a range of conditions from temperate to tropical. Laboratories used for botany classes open directly into the greenhouses, where considerable space is set aside for student and faculty research and classroom instruction. The greenhouses and the adjacent 22-acre Botanic Gardens are open to the public throughout the year.

Observatory

The Whitin Observatory contains laboratories, classrooms, darkroom, and the library of the astronomy department. Its research equipment includes a 6-inch, a 12-inch, and a 24-inch telescope. The observatory was a gift of Mrs. John C. Whitin, a former trustee of the College. It was built in 1900, enlarged in 1962 and 1966, and is considered to be an unusually fine facility for undergraduate training in astronomy.

Computer Facilities

The academic computing facilities consist of a VAX-8550 time-sharing computer system and two MicroVAX-II computers. One is dedicated to Computer Science instruction and research, the other to high-resolution computer graphics. These computers are connected to a campus-wide network which allows connections from labs, offices, and terminal rooms. The library catalog is also available through the network. High-speed printers and laser printers are available from any machine on the network. In addition, microcomputers are available in terminal rooms, microlabs and in common rooms in the dorms.

Jewett Arts Center

The Jewett Arts Center, consists of the Mary Cooper Jewett art wing and the Margaret Weyerhaeuser Jewett music and drama wing. Linking the two buildings is the Wellesley College Museum.

The Museum was founded in 1889 to provide original works for the study of art at Wellesley. Its collection of over 4,000 objects includes classical, medieval and Renaissance sculpture, old master paintings, prints, drawings, photographs and twentieth-century art. Ten or more exhibitions annually include exhibitions organized by Wellesley, traveling shows and works from the permanent collection. Special collections are available for the public rooms of campus dormitories and for student rental for their dormitory rooms. The Museum presents lectures, ArtBreaks, gallery talks, receptions, and tours for students and members of the community. Students are encouraged to participate in the professional life of the Museum.

The art wing consists of the Art Department and Museum offices, classrooms, an extensive library, photography darkrooms, and a print laboratory. The music and theatre wing contains the music library, listening rooms, practice studios, classrooms and offices. A collection of musical instruments of various periods is available to students.

The Jewett Auditorium, a theatre seating 320 persons, was designed for chamber music performances, and is also used for special events. In addition, there are rehearsal rooms and other theatre facilities.

Pendleton West contains laboratories, studios, a sculpture foundry, an extension of the Music Library, the choir rehearsal room, and a concert salon.

Margaret Clapp Library

The College library's holdings (including art, music, and science collections) contain nearly 1 million items including 630,000 bound volumes, 2,800 periodicals, 194,000 microforms, 14,000 sound recordings, archives documenting the College's history and an important collection of federal and international documents. Interlibrary loans through the Boston Consortium of Academic and Research Libraries augment the College's own collections.

The Special Collections include letters, manuscripts, and rare books and the Archives contain materials documenting the history of Wellesley. The language laboratory and a listening room for the collection of spoken and dramatic recordings are in the library. A lecture room is available for meetings.

A computerized library system provides online information about library materials. The system is accessed from computer terminals located in the library and other sites around the campus.

Continuing Education House

The CE House is the official home for Continuing Education students. The Dean and the staff who coordinate the academic and support systems of the Continuing Education program are located here. The CE House is also used for meetings and special events and as an informal gathering place to study, relax and share ideas. A House Council is elected each year to plan and organize activities for the CE population, and CE advisors serve as peer counselors for the new students entering each semester.

Child Study Center

The Child Study Center is a preschool and laboratory which serves the College and the neighboring community. It is housed in the Anne L. Page Memorial Building, which was specifically designed in 1913 as a school for young children. Under the direction of the Psychology Department, students and faculty from any discipline can study, observe, conduct approved research, volunteer or assistant teach in classes with children ages two to five. In addition to the observation and testing booths at the Center, there is a Developmental Laboratory at the Science Center; research equipment is available at both locations.

Physical Education Facilities

Classes for all indoor sports and dance are conducted in the Sports Center. This Center includes an eight-lane competition swimming pool; badminton, squash and racquetball courts; a weight room; exercise/dance studios; volleyball courts; and an athletic training area. The field house has basketball and volleyball courts, indoor tennis courts and a 200-meter track. Outdoor water sports center around the boathouse where the canoes, sailboats, and crew shells are kept. Wellesley also maintains a nine-hole golf course, 24 tennis courts, hockey, lacrosse, and soccer fields, and a swimming beach.

Alumnae Hall

The largest auditorium on the campus, seating 1,500 people, is in Alumnae Hall. The Hall also has a large ballroom and houses the Wellesley College Theatre. Visiting lecturers, concert artists, and professional theatre groups often appear there. The building was erected in 1923 and is the gift of Wellesley alumnae.

Chapel

The Houghton Memorial Chapel was presented to Wellesley in 1897 by the son and daughter of William S. Houghton, a former trustee of the College. The chapel's stained glass windows commemorate the founders and others, while a tablet by Daniel Chester French honors Alice Freeman Palmer, Wellesley's second president. The chapel is a setting for lectures and community meetings as well as religious services.

Schneider College Center

The center for extracurricular life at the College is Schneider College Center. It provides lounge areas, a cafeteria, an entertainment stage, a Convenience Store, meeting rooms, offices for Schneider Board and College Government, facilities for nonresident students (lounge, mailboxes, kitchen, study room), a lounge and kosher kitchen for Hillel, a student staffed Info Box, a student managed Café Hoop and Candy Store, *Wellesley News*, *Legenda*, and the Wellesley College radio station, WZLY. It also contains offices for the Center Director, Director of Residence, Director of Food Service, and the Chaplaincy.

Harambee House

Harambee House is the cultural and social center for the Black community at Wellesley. Diverse program offerings, which highlight various aspects of Black culture, are open to the College community. Harambee has a growing library of the history and culture of African and African-American peoples and boasts a record library (classical-jazz by Black artists), which is housed in the Jewett Music Library. The House also contains offices for the staff, Ethos (the Black student organization), and *Ethos Woman* (a literary magazine), as well as rooms for seminars, meetings, and social gatherings.

Slater International Center

Slater International Center is a social and educational center for foreign and American students and faculty. The Center serves campus organizations that have an interest in international affairs and helps to sponsor seminars and speakers on international topics. The Foreign Student/Multicultural Advisor, whose office is located in the Center, counsels students from abroad as well as Asian-American and Hispanic students. She also handles immigration matters for students and faculty. The Slater International Center is the headquarters for all international and multicultural organizations providing student members a place to study, cook, entertain, and get to know each other better. In addition, the Center coordinates a peer counseling group of foreign students to help new students make a smooth adjustment to the United States.

Society Houses

There are three society houses. Each house has kitchen and dining facilities, a living room, and other gathering rooms. Members are drawn from all four classes, beginning with second semester first year students. Shakespeare House is a center for students interested in Shakespearean drama; Tau Zeta Epsilon House is oriented around art and music; and Zeta Alpha House is for students with an interest in modern drama. Phi Sigma is a society that promotes intelligent interest in cultural and public affairs.

Green Hall

The offices of the president, the board of admission, the deans, and all administrative offices directly affecting the academic and business management of the College are located in Green Hall. The building has large rooms for Academic and Administrative Council and trustee meetings and class and seminar rooms. Named for Hetty R. Green, the building was erected in 1931.

Infirmary

Simpson Infirmary consists of an outpatient clinic and hospital which is licensed by the State and approved by the American Hospital Association.

President's House

The President's House, formerly the country estate of Wellesley's founders, Mr. and Mrs. Henry Fowle Durant, is located on a hill just south of the main campus. The spacious lawns border Lake Waban. It is frequently the scene of alumnae and trustee gatherings as well as receptions for distinguished visitors, students, faculty and staff, and for graduating seniors and their parents.

Wellesley College Club

The Wellesley College Club is a center for faculty, staff, and alumnae. Its reception and dining rooms are open to members, their guests, and parents of students for lunch and dinner and are used for many special occasions. Overnight accommodations are available for alumnae and for parents of students and prospective students.

Center for Research on Women

The Center for Research on Women was established in the summer of 1974 by a grant from the Carnegie Corporation and has received major support from a variety of private foundations, government agencies, corporations, and individuals. The Center conducts policy-oriented studies of women's education, employment, and family life with special emphasis on the concerns of minority women. Extensive research and program work is being conducted on curriculum change, childcare, adolescent girls' development, and stress in the lives of women and men. *The Women's Review of Books* is published at the Center.

Student Life

Student Life

Intellectual growth is only part of the realization of one's talents and abilities. Wellesley College offers many opportunities for a student to develop self-confidence, leadership skills, and a sense of social responsibility through participation in student organizations and college governance. Camaraderie built through these involvements creates solid friendships that support Wellesley students during their college years and for a lifetime.

On the Wellesley campus many student groups reflect ethnic, social, political, and religious interests. Among the organizations are Mezcla, an association of Chicana, American Indian, and Hispanic-American students; Ethos, an organization of Black students; the Asian Association, composed of Asian and Asian-American students; the Womyn's Alliance, a group interested in feminist issues; and the Nonresident Council. Religious groups such as the Newman Club, the Wellesley Christian Fellowship, Hillel, Al-Muslimat, Ministry to Black Women, Lutheran-Episcopal Fellowship, Campus Crusade for Christ, and Christian Science Organization offer many programs throughout the year.

Students are also responsible for a number of publications, among them the *Wellesley News*, the weekly student newspaper; *Ethos Woman*, a student publication for and about Third World women; *Legenda*, the College yearbook; and *WRagtime* a literary publication. WZLY, the campus radio station, is operated by an all-student staff.

Students can become involved in the Greater Boston community in a variety of ways. The Career Center Internship Office lists many opportunities for public and community service in government agencies and nonprofit organizations. In addition, the Chaplaincy coordinates student groups working with youth services, the elderly, the Easter Seal Swim Program, the Boston Food Bank, and Rosie's Place, a shelter for homeless women.

Sports are a significant part of life at Wellesley. There are eleven intercollegiate programs, and opportunities for competition in the intramural program. Other students pursue physical education just for fun, or to stay in shape. Interests range from yoga and fencing to dance and scuba diving. Wellesley's Sports Center includes an eight-lane competition swimming pool, badminton, squash and racquetball courts; a weight room; exercise/dance studios; volleyball courts; and an athletic training area. The field house has basketball and volleyball courts, indoor tennis courts and a 200-meter track. Lake Waban is used for water sports and Paramecium Pond for ice skating.

The arts have always been a highly visible part of the Wellesley experience. The College Choir, the Chamber Orchestra, the Prism Jazz Ensemble, the Tupelos, the Collegium Musicum, the Chamber Music Society, the Chapel Choir, the Ethos Choir, the Carillonneurs

Guild, and the MIT Orchestra are some of the many groups which offer experiences for students with interests in music. Those inclined toward the theatre can choose among the Wellesley College Theatre, the Experimental Theatre, and the Shakespeare Society.

Life at Wellesley also includes a number of traditional social events. Junior Show, Sophomore Parents' Weekend, Spring Weekend, and International Week are supplemented by frequent informal parties.

Schneider Center, which also has a coffee house, conference rooms, and a student-run store, is the center of community activity. Supplementing the facilities and resources of Schneider are Slater International Center, which is the frequent setting for international events and celebrations, and Harambee House, the social and cultural center of the Black community at Wellesley. Harambee sponsors lectures, music and dance performances, many in conjunction with other departments in the College. Lectures and cultural programs are presented also by Mezcla, the Asian Association, and Hillel.

Student Residences & Resources

Although some students live off campus, most live in one of Wellesley's twenty residence halls. For resident and nonresident students alike, the College provides the counseling, religious, and health services necessary to ensure the students physical and mental well-being.

Residence Halls

The residence halls are the focus of much campus life. Each has a character of its own. Informal learning at Wellesley takes place in spontaneous discussions and debates in the residence halls. The diversity of Wellesley's students, who bring to the College differing life styles and cultural backgrounds, contributes much to this process.

The residence hall system at Wellesley is designed to foster a sense of community, with much of the administration and program planning initiated by the students who live within the community. Within this principle of student self-government, the halls offer many opportunities for residents to assume leadership positions.

The residence experience is also likely to include lectures, group discussions, dinners with faculty members, and parties. One tradition, initiated in the early years of the College, is Wednesday Tea — an informal occasion which continues to attract many students.

There are several types of residence halls at Wellesley, each with a distinctive theme and structure. The 15 larger residence halls (most housing 120-140 students), are staffed by professional Heads of House. Each Head of House serves as an advisor and counselor to individuals and groups in each hall and as a liaison to the College community. The Heads of House supervise a residence staff which includes a Resident Advisor on each floor, a First Year Student Coordinator, and a House

President. The smaller halls (Simpson West, Homestead, French House, Spanish House and Instead) are staffed by student Resident Advisors or Coordinators and have a more informal system of house government for the 8-18 upperclass students living there.

Students in the larger residence halls elect a House Council which administers the day-to-day details of living. The Vice President of Programming and her committee in each hall plan a variety of social, cultural, and educational events throughout the year. Each residence also elects representatives to the Senate, and these students consult with members of the residence hall on campus-wide issues and convey opinions of their constituencies to the student government.

A residential policy committee reviews the rooming policy and develops ways to involve students in all areas of residential policy-making. The Residence Office has been working to strengthen the involvement of faculty, staff, and alumnae in residence hall life.

Most of the residence halls contain single rooms, double rooms, and some suites. Incoming first year students are placed in double rooms. The cost of all rooms is the same, regardless of whether they are shared, and students are required to sign a residence contract. Each hall has a spacious living room, smaller common rooms, and a study room. All but two of the large halls have dining facilities which are open on a five or seven day basis. A variety of kosher foods may be purchased in the College's convenience store. Students are encouraged to discuss their kosher dietary needs with the Director of Food Service. There are limited kitchenette facilities in the halls for preparing snacks. Each building is equipped with coin-operated washers and dryers.

The College supplies a bed, pillow, desk, chair, lamp, bookcase, and bureau for each resident student. Students supply linen, blankets, quilts, and their own curtains, pictures, rugs, and posters. They clean their own rooms and contribute one to two hours a week answering the telephones and doing other miscellaneous jobs which are scheduled by the student heads of work.

Twenty residence halls are grouped in three areas of the campus: Bates, Freeman, McAfee, Simpson, Dower, French House, Homestead, Instead, Stone, and Davis are near the Route 16 entrance to the campus; Tower Court, Severance, Crawford House, Lake House, and Claflin are situated off College Road in the center of the campus; and Shafer, Pomeroy, Cazenove, Beebe, and Munger are located by the Route 135 entrance to the College.

Student Parking and Transportation

Because parking at the College is limited, resident first year students are not permitted to have cars. The parking fee for sophomores, juniors and seniors is currently: $65 for each semester or $115 for the year, and for nonresident students $45 for the semester or $80 for the year.

There is hourly bus service from the campus to MIT in Cambridge (7:30 am to 11:00 pm, Monday-Friday) with subway connections to the Greater Boston area. On weekends the College Government provides bus service to Boston and Cambridge on a regular schedule tailored to students' needs.

Counseling and Advising Resources

Counseling is readily available. Many students benefit from talking with someone other than friends and roommates about personal matters, whether their concerns are large or small, affecting their daily life or their more basic sense of purpose and direction.

The offices of the Dean of Students offer a wide range of counseling and advising services for individuals and groups of students. They include the Class Deans, the Residence Office staff, Heads of House and student staff in residence halls, the Nonresident Advisor, the student activities staff in Schneider Center, Harambee House, Slater International Center, and the Chaplain and religious groups advisors.

The staff at the College Counseling Service, part of the Stone Center for Developmental Services and Studies, provide short-term group and individual counseling. They also offer a variety of preventive outreach programs such as workshops and issue-oriented groups. They are trained in the disciplines of psychiatry, psychology, and psychiatric social work. Long-term psychotherapy is not provided at the College, but the resources for such treatment are readily available in the Greater Boston area. The counseling service can help students locate appropriate long-term private therapists and sliding-scale agencies. *Complete professional confidentiality is maintained at all times.*

Religious Resources

Wellesley seeks to respond sensitively to a variety of religious traditions. The College encourages independent religious involvement on the part of its students.

The College Chaplaincy offers diverse religious, personal growth, and social action programs as well as service opportunities. The College chaplain and the Hillel director are on campus full-time, the Catholic chaplain shares time between Wellesley and another college. All of them are available for religious and personal counseling.

The Chaplain also officiates at regular Sunday morning worship, an ecumenically oriented Protestant service in Houghton Memorial Chapel with guest preachers invited once a month.

Catholic masses are offered on Sunday and Thursday afternoons, and the Newman Catholic Ministry offers a number of other programs.

Jewish students will find a varied program including high holiday services and kosher meal options. Schneider Center houses The B'nai B'rith Hillel Foundation and provides meeting rooms and kosher kitchen facilities.

Attendance at all worship services is open and voluntary. Many activities are also sponsored by other religious groups on campus.

College Health Service

Simpson Infirmary includes an outpatient clinic and licensed hospital which provide primary medical care to all students. There is no health fee and no charge for outpatient visits to a nurse or doctor. Medical insurance is required, and usually covers the charges for laboratory tests, certain examinations and procedures, and inpatient care. A college-sponsored, state-mandated student insurance plan is available, and an additional policy is available which provides more comprehensive benefits. Consultation with specialists is available both locally and in Boston; financial responsibility rests with the student, her parents, or their health insurers.

Besides the usual medical care given by the College Health Service, members of the staff emphasize educational and preventive measures to increase wellness and promote healthful lifestyles. Programs are developed in response to students' needs or requests.

The Health Service collaborates with other college services such as residence and physical education. The confidentiality of the doctor-patient relationship is carefully maintained: medical information is not shared with College authorities or parents without the specific consent of the student, and is disclosed only to meet insurance claims or legal requirements.

Students are required by Massachusetts law to enroll in the College Student Health Insurance Plan unless they have equivalent coverage.

Student Government

Throughout its history the College has based its policies regarding student life upon the concepts of personal integrity, respect for individual rights, and student self-government. The rules and procedures governing student life reflect these concepts, and are designed chiefly to ensure the privacy and safety of individuals. Legislation concerning all aspects of Wellesley community life is contained in the *Articles of Government*, copies of which are available to all students.

Honor Code

Inherent in Wellesley's system of democratic government, and its accompanying law, is the honor code. As the vital foundation of government, the honor code rests on the assumption that individual integrity is of fundamental value to each member of the community. Within the philosophy of self-government, the personal honor and responsibility of each individual as he or she approaches both the regulated and nonregulated areas of academic, social, and residence hall life in the Wellesley community are of central importance.

The honor code covers all duly adopted rules of the College for the governance of academic work, for the use of College resources and for the special conduct of its members. Each student – degree candidate, exchange student, and special student – is bound by all the rules.

Each student is expected to live up to the honor code, as a member of the student body of Wellesley College both on and off the campus. She should also remember that she is subject to federal, state, and local laws which are beyond the jurisdiction of Wellesley College.

The honor code can work only with full support among all members of the College community. In addition to upholding the regulations and spirit of the honor code personally, both students and faculty are responsible for the success of the system. This includes guarding against and, if necessary, reporting any inadvertent or intentional abuses of the honor code by any member of the community.

College Government

Most of the legislation and regulations guiding student life are enacted and administered by the student College Government, of which all students are members. Responsibilities delegated by the Board of Trustees to the College Government include governance of all student organizations, appointment of students to College committees, allocation of student activities monies, and administration of the Honor Code and judicial process. Many of these responsibilities are assumed by Senate, the elected legislative body of College Government, which also provides the official representative voice of the student body.

Violations of the Honor Code are adjudicated through the student-run Judicial System. Three separate branches of the Judicial System address infractions of residence hall violations, violations of academic principles, and the appeal process.

Confidentiality of Student Records

Maintenance of the confidentiality of individual student educational records has been and continues to be important at Wellesley, as is a concern for the accuracy of each record. Under the provisions of the federal Family Educational Rights and Privacy Act of 1974, every Wellesley student is assured the right to inspect and review all college records, files, and data directly related to her, with certain exceptions such as medical and psychiatric records, confidential recommendations submitted before January 1, 1975, records to which the student has waived her right of access, and financial records of the student's parents. The student may also seek a correction or deletion where a record is felt to be inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. The Privacy Act also protects the privacy of personally identifiable information maintained in student records by prohibiting the release of such information (other than those facts defined below as "Directory Information") without the written consent of the student, except to persons such as officials or teachers within the College who have a legitimate educational interest in seeing the information, officials of other institutions in which the student seeks to enroll, the student's parents if the student is a dependent for tax purposes, and certain other persons and organizations.

The final regulations for the Act make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to the parents without the student's prior

consent. It will be assumed that every student is a dependent of her parents, as defined by the Internal Revenue Code, unless notification to the contrary with supporting evidence satisfactory to the College is filed in writing with the Registrar by October 1 of each academic year.

All correspondence relating to a student's undergraduate performance is removed from a student's file and destroyed one year after graduation. All disciplinary records are destroyed when a student graduates from the College. Disciplinary records are never a part of a student's permanent file while she is at Wellesley.

Copies of the Privacy Act, the regulations therein and the "Wellesley College Guidelines on Student Records" are available on request from the Office of the Dean of Students. Students wishing to inspect a record should apply directly to the office involved. Complaints concerning alleged noncompliance by the College with the Privacy Act, which are not satisfactorily resolved by the College itself, may be addressed in writing to the Family Educational Rights and Privacy Act Office, Department of Education, 550 Independence Avenue, S.W., Washington, D.C. 20201.

Directory Information

The Privacy Act gives to Wellesley the right to make public at its discretion, without prior authorization from the individual student, the following personally identifiable information: name; class year; home address and telephone number; college address and telephone number; major field; date and place of birth; dates of attendance at Wellesley College; degrees, honors and awards received; weight and height of student athletes; participation in officially recognized sports and activities; previous educational institution most recently attended.

The Privacy Act also allows individual students to place limitations on the release of any of the above information. A student who wishes to do this must inform the Registrar, Green Hall, in writing each year by July 1 for the following academic year.

In practice, College policies discourage the indiscriminate release of any information about individual students. College directories and lists are for use within the College community itself.

Career Center

The Career Center helps students to translate their liberal arts skills into specific careers. Through panel presentations and programs such as Management Basics, the Shadow program, and company information meetings, students are introduced to the various professions. The Center also provides job search and interviewing skills workshops and sponsors a wide variety of programs which bring alumnae back to the campus to discuss their working lives. On the job experience and career exploration are offered through over 2,500 internship listings and special programs in many fields and locations during the academic year and summer months. The Center also produces a number of informational publications for students,

including *Compass*, a brochure describing the Career Center services. Students are encouraged to use the Center throughout their time at Wellesley. Most services are available to alumnae.

Counseling

During the school year, there are counselors available each day to answer career-related questions on a drop-in basis. Group counseling sessions and individual appointments are also offered. The Center gives workshops on resume writing, self-assessment, job search, and applying to graduate and professional schools. Students may also practice their interviewing skills during videotaped mock interviews.

Recruiting/ Job Notices

The Career Center offers a recruiting program in which over 100 companies participate. Students are notified of impending visits by postings in the Center, in *Wellesley Week* and in the *Agenda*. Job notebooks are maintained by the Center staff and are open to all students and alumnae. Two job bulletins produced by the Center, *Springboard* for graduating seniors, and *Horizons* for alumnae are available upon requests.

Graduate Schools

The Career Center provides assistance in applying to graduate school, including information on graduate school and professional school examinations, and advice on completing graduate school applications.

Internships

The Career Center houses information on a wide variety of internship programs available at the College, in the local community, and throughout the country, during the term, January, and summer. Interns work in dozens of fields ranging from engineering to environmental advocacy, from stage management to banking. The Center is the clearinghouse for all internship information. All internships require early application and considerable planning; students interested in internships should consult a counselor well in advance.

Service Opportunity Stipends

Students interested in community and public service internships may apply through the Career Center for Service Opportunity Stipends. Designed to encourage direct student involvement in service and to foster the spirit of volunteerism, these awards provide financial support to Wellesley students for an unpaid position or internship with a community or public service organization. The S.O.S. newsletter, published by the Career Center, details these opportunities and reports upon those engaged in them.

Scholarships and Fellowships

The Center provides information and assistance on a wide variety of scholarships and fellowships. A full listing and description of scholarships and fellowships is maintained in the Center Library.

Career Library

The Career Center Library has an extensive collection of books, magazines and journals to assist in the career exploration process. In addition, there are listings of alumnae contacts, a collection of videotapes of alumnae career panels, alumnae questionnaires describing graduate programs and places of employment, and SIGI+, a computerized career guidance system.

Recommendations

All students are encouraged to build a reference file; all references will be forwarded to schools and employers upon request. The Center provides standard recommendation forms acceptable to graduate schools and employers.

Admission

Admission

The Board of Admission chooses students who will benefit from and contribute to the type of education offered at Wellesley and who will be able to meet the standards for graduation from the College. Consideration is given to creativity and high motivation as well as strong academic potential.

The Board of Admission considers each application on its merits and does not discriminate on the basis of race, religion, color, creed, or national origin. In accordance with its desire to maintain diversity in its student body, Wellesley College encourages applications from qualified students who come from a wide variety of cultural, economic, and ethnic backgrounds.

The Board of Admission at Wellesley is composed of representatives of the faculty, the administration, and the students. In selecting the candidates who will comprise the student body, the Board of Admission considers a number of factors: high school records, rank in class, scholastic aptitude and achievement test scores, letters of recommendation from teachers, guidance counselors or principals, the student's own statements about herself and her activities, and the interview reports of the staff or alumnae. The Board of Admission values evidence of unusual talent and involvement in all areas of academic and social concern.

Each application is evaluated with care. The admission decision is never made on the basis of a single factor. Each part of the application, however, contributes to a well rounded appraisal of a student's strengths and is useful in attempting to predict whether Wellesley would be the right place for her to continue her education.

Criteria for Admission

General Requirements for First Year Student Applicants

Wellesley College does not require a fixed plan of secondary school courses as preparation for its program of studies. However, entering students normally have completed four years of strong college preparatory studies in secondary school. Adequate preparation includes training in clear and coherent writing and in interpreting literature, training in the principles of mathematics (usually a minimum of three years), competence in at least one foreign language, ancient or modern (usually achieved through three or four years of study), and experience in at least one laboratory science and in history.

Students planning to concentrate in mathematics, in premedical studies, or in the natural sciences are urged to elect additional courses in mathematics and science in secondary school. Students planning to concentrate in language or literature are urged to study a modern foreign language and Latin or Greek before they enter college.

There are often exceptions to the preparation suggested here, and the Board will consider an applicant whose educational background varies from this general description.

The Application

Application forms may be obtained from the Board of Admission. A nonrefundable fee of $40 must accompany the formal application. If the application fee imposes a burden on the family's finances, a letter from the applicant's guidance counselor requesting a fee waiver should be sent to the Director of Admission with the application for admission.

The Interview

Wellesley no longer requires a personal interview as part of the application for first year applicants. The College, however, strongly recommends that applicants make arrangements to have one. An interview is required of transfer applicants and of Early Admission candidates, see p. 29. If it is not possible for a candidate to come to the College for an interview, she should write to the Board of Admission or use the form provided in the application to request the name of an alumna interviewer in the candidate's local area. A high school junior just beginning to think about colleges may arrange for an informal conversation with an alumna or member of the Board. The Board of Admission is closed for interviews from February 1 to April 1; however, tours will still be given by student guides during this time.

Campus Visit

Students who are seriously considering Wellesley will have a better understanding of student life at Wellesley if they can arrange to spend a day on campus. Candidates are welcome to attend classes, have meals in the residence halls, and talk informally with Wellesley students. Overnights in the residence halls can also be arranged for high school seniors. Prospective students who plan to spend some time exploring the College are urged to notify the Board of Admission at least two weeks in advance so that tours, interviews, meals, attendance at classes, and overnights can be arranged before arrival on campus.

College Board Tests

The College Board Scholastic Aptitude Test and three Achievement Tests are required of all applicants for admission. One Achievement Test must be the English Composition or the English Composition with Essay Test.

Each applicant is responsible for arranging to take the tests and for requesting that the College Board send the results of all tests taken to Wellesley College. The College Board sends its publications and the registration forms necessary to apply for the tests to all American secondary schools and many centers abroad. The applicant may obtain the registration form at school, or may obtain it by writing directly to College Board, Box 6200, Princeton, New Jersey 08541-6200; or in western United States, western Canada, Australia, Mexico, or the Pacific Islands, to Educational Testing Service, Box 23470, Oakland, California 94623-0470.

It is necessary to register with the College Board approximately six weeks before the test dates; however, limited walk-in registration may be available at some test centers.

Either the SAT or three Achievement Tests may be taken on any of the following dates, but it is not possible to take both the SAT and the Achievement Tests on the same day, so students must select and register for two different test dates. The latest test date from which scores can be used for admission in September, 1990 is January 27, 1990.

The College Board Code Number for Wellesley College is 3957.

Dates of College Board Tests

November 4, 1989
December 2, 1989
January 27, 1990
March 31, 1990 (SAT only)
May 5, 1990
June 2, 1990

In addition, on October 14, 1989 the SAT only is offered in California, Florida, Georgia, Hawaii, Illinois, North Carolina, South Carolina and Texas.

Admission Plans

Regular Decision

A candidate who uses the regular plan of admission must file an application by February 1 of the year for which she is applying. Applicants will be notified of the Board of Admission's decisions in mid-April. Applicants for regular admission may take Scholastic Aptitude Tests and Achievement Tests any time through January of the senior year. It is preferred, however, that students take these tests before the January test date to insure that scores will arrive well before the Board of Admission begins to review records.

Results of tests taken after January arrive too late for consideration by the Board of Admission.

Early Decision

This plan is intended for those students with strong high school records who have selected Wellesley as their first choice college by the fall of the senior year. Candidates under this plan may initiate applications at other colleges, but they agree to make only one Early Decision application, and if admitted under Early Decision, they must then withdraw all other applications.

Candidates who wish to apply Early Decision must submit the application by November 1 and indicate that they want to be considered under the Early Decision Plan. Although College Board tests taken through the November 4, 1989 test date may be used, it is preferred that students complete the appropriate tests by the end of the junior year. Decisions on admission and financial aid will be mailed no later than mid-December.

Early Evaluation

Candidates whose credentials are complete by January 1, and who request it by checking the appropriate box of the application form, will receive an Early Evaluation of their chances for admission. These evaluations will be sent by the end of February. Candidates will receive the final decision from the Board of Admission in mid-April.

Early Admission

The College considers applications from candidates who plan to enter college after completing three years of high school and who have demonstrated academic strength and personal and social maturity. These candidates are considered for admission along with other applicants for the Regular Decision Plan. They are requested to identify themselves as Early Admission applicants in their correspondence with the Board of Admission. Early Admission candidates are required to have an interview; it is preferable that these candidates have their interviews at the College if distance permits. Early Admission candidates are not eligible for Early Decision or Early Evaluation. In all other respects they follow the same procedures for the Regular Decision Plan.

Deferred Entrance

Students who complete their applications and are admitted and who then wish to defer entrance to the first year student class for one year should accept the offer of admission by May 1, and at the same time request a year's deferral. Students who attend another American college full-time during the year between high school and their entrance to Wellesley are not considered deferred students, but must reapply for entrance as transfers. Ordinarily, transfer students may not defer entrance to the following semester or year. This also applies to foreign students.

United States Citizens Living Abroad

For U.S. citizens living in other countries the entrance requirements and procedures for making application are the same as for applicants within the United States. U.S. citizens who have been educated exclusively in foreign school systems follow the same application procedures as foreign students.

Foreign & Transfer Students

Through the years Wellesley has sought and benefited from a large body of foreign students on campus. The College also seeks highly qualified transfer students who believe that Wellesley's special opportunities will help them to achieve specific goals. For foreign and transfer students there are some additional and different application procedures and deadlines.

Foreign Students

The following students apply for admission through the Foreign Student Board of Admission, using the special Foreign Student Application form:

1. All foreign citizens applying from overseas secondary schools or universities (with the exception of Canadians applying from schools in Canada);
2. Foreign citizens who will have completed only one year (grade 12, or post-graduate) in a high school in the United States before entering college;
3. U.S. citizens who have been educated in a foreign school system.

Admission is considered for September entrance only. The application and all required credentials must be received by January 15 of the year in which the student plans to enter. There is no application fee for students filing the Foreign Student Application form.

Financial aid is available for only a limited number of foreign citizens. Therefore, admission is highly competitive for students who apply for financial assistance. Wellesley's established policy is to accept only those foreign students for whom we can provide the necessary financial support.

The College Board entrance examinations are required of all foreign students in addition to their own national examinations. The official SAT and Achievement Test score reports must be forwarded directly to Wellesley College by the College Board by using Wellesley's Code Number 3957 on the College Board registration form. The SAT and Acheivement Tests are not administered in China at the present time. Instead, applicants from China are required to take the TOEFL (Test of English as a Foreign Language).

Interested students are encouraged to initiate the application process one full year in advance of the planned date of entrance. To obtain the information brochure for *Foreign Students* and the Foreign Student Application form, please write to the Board of Admission. Letters of inquiry should include the students country of citizenship, present school, academic level, and the month/year of planned college entrance.

Foreign Students Applying from U.S. High Schools

Citizens of other countries who will have completed two or more years of secondary school in the United States before entering college do not use the Foreign Student Application, but apply instead through the regular admission program. Foreign citizens applying through the regular admission program, who also wish to apply for the limited financial aid funds, are eligible to apply only under the Regular Decision Plan (February 1 deadline).

Admission of Transfer Students

Wellesley College accepts transfer students from accredited four and two year colleges. They must offer an excellent academic record at the college level and strong recommendations from their dean and college instructors. Scholastic Aptitude Tests are required of transfer applicants. In order to receive a Wellesley degree, a student must complete two years of course work at the College, so ordinarily, only incoming sophomores and juniors are eligible to apply. Students wishing to transfer into Wellesley should apply by February 1 for entrance in the fall semester, and before November 15 for entrance in the spring semester. Applications may be obtained from the Board of Admission. Notification is in mid-April and late December, respectively. The application forms should be returned with a nonrefundable registration fee of $40, or a fee waiver request authorized by a financial aid officer or college dean.

The College will accept for credit only those courses which are comparable to courses offered in the liberal arts curriculum at Wellesley. Candidates accepted for transfer will be given a tentative evaluation of their credit status at the time of admission. Transfer credit for studies completed in foreign countries will be granted only when the Registrar has given specific approval of the courses elected and the institutions granting the credit.

To receive a Wellesley degree, a transfer student must complete a minimum of 16 units of work and two academic years at the College. A Wellesley unit is equivalent to four semester hours and some transfer students may need to carry more than the usual four courses per semester in order to complete their degree requirements within four years. Wellesley College has no summer school and courses done independently during the summer may not be counted toward the 16 units required. Incoming juniors, in particular, should be aware that Wellesley requires evidence of proficiency in one foreign language before the beginning of the senior year. In addition, all transfer students should note Wellesley's writing and course distribution requirements which must be fulfilled for graduation. These requirements are described on p. 51 and p. 53 of this catalog.

Incoming junior transfer students may not take part in the Twelve College Exchange Program or Junior Year Abroad. All transfer students may elect to take courses through the cross-registration program with MIT. Candidates who are older than the usual undergraduate age and whose educations have been interrupted for several years prior to the date of application, may wish to consult the Office of Continuing Education.

Continuing Education

The Continuing Education program offers educational opportunity for women beyond traditional college age. The program is designed for women who wish to work toward the Bachelor of Arts degree, as well as for a limited number of men and women who seek nondegree course work as special students. Continuing Education students enroll in the same courses as the traditionally aged Wellesley undergraduates and meet the same degree requirements. They may enroll on a part-time or full-time basis.

Bachelor of Arts Degree Candidates

Prospective candidates for the B.A. degree are women, usually over the age of twenty-four, whose education has been interrupted for at least two years, or whose life experience makes enrollment through Continuing Education the logical avenue of admission to Wellesley College. At least sixteen of the 32 units required for the B.A. degree must be completed at Wellesley. There is no time limitation for completion of the degree.

The College will accept for credit only those courses which are comparable to courses offered in the liberal arts curriculum at Wellesley. One Wellesley unit is equal to four semester hours or six quarter-hours. The Registrar will evaluate credit earned at accredited colleges with the official transcript, catalog, and degree requirements from those colleges. All applicants should have course descriptions and degree requirements from the period of enrollment at all previous colleges sent as part of their application.

Housing is usually available for full-time degree students who desire to live on campus. Applicants who want campus housing should indicate this interest at the time of application.

Special Students

Special students are postbaccalaureate students who wish to do further undergraduate work for a specific purpose. Students take courses to prepare for graduate school, or study to enrich their personal lives or concentrate their study in a special area. Premedical Studies, Secondary School Teacher Certification and Prearchitectural Studies are popular choices.

Continuing Education Admission

Application for admission to the Continuing Education Program is made through the Office of the Dean of Continuing Education. The Board of Admission looks for evidence — work experience, volunteer experience, and especially recent course work — that demonstrates intellectual ability and initiative. They also place great emphasis on a candidate's motivation, perseverance, and emotional maturity. The deadline for first semester admission is April 1 and for second semester admission is December 1.

Costs & Financial Aid

Costs

The cost of an excellent education is high, both at Wellesley and at comparable institutions. To assist students and their families in meeting this cost, Wellesley offers a variety of payment plans and financing programs. At the same time, through financial aid, the College is currently able to open its educational opportunities to all students regardless of their financial circumstances. The amount and kind of financial assistance is determined solely by financial need.

Fees & Expenses

At Wellesley the comprehensive fee represents approximately 60% of the educational cost to the College for each student. The difference is provided from gifts and income earned on endowment funds.

The Comprehensive Fee for 1989-90 resident students is $18,795. In addition, there is a fee of $300 for Basic Student Health Insurance. The breakdown is as follows:

	Resident Plans		Non-resident
	20 Meals*	14 Meals	
Tuition	$13,510	$13,510	$13,510
Room	2,400	2,400	N/A
Board	2,590	2,440	N/A
Student activity fee	105	105	105
Facilities fee	190	190	190
Comprehensive fee	18,795	18,645	13,805
Health Insurance	300	300	300

*First year resident students must take the 20 Meal Plan.

Student Activity Fee

The student activity fee of $105 is administered by the Student College Government. It provides resources from which student organizations can plan and implement programs of extracurricular student activities.

Facilities Fee

The facilities fee of $190 is a usage charge for the computer facility and the sports center.

Student Health and Insurance Program

Information concerning the Wellesley College Student Health and Insurance Program is sent to the parents or guardian of each student by the Bursar. Full-time students are eligible for routine care at Simpson Infirmary at no additional cost.

All degree candidates, and nondegree students taking at least two courses per semester are enrolled for Basic Health Insurance, unless the waiver card verifying the student's coverage under an equivalent policy is received by the Bursar. Students who have purchased Wellesley's Basic Health Insurance will not be charged for nonroutine care, including laboratory tests or inpatient services, at Simpson Infirmary

and will be covered for specified medical treatment while away from Wellesley. Nonroutine care, including inpatient care (hospital admission), laboratory tests, immunizations, and many other Infirmary services, is available on a fee-for-service basis to students covered by other insurance.

An optional Master Medical program providing supplementary coverage is also recommended. Wellesley College does *not* assume financial responsibility for injuries incurred in instructional, intercollegiate, intramural, or recreational programs. Wellesley carries an NCAA policy to provide limited supplemental coverage for students injured while participating in intercollegiate athletics under the auspices of the Department of Physical Education and Athletics.

Continuing Education students carrying less than three courses per semester and nondegree special students are eligible for routine care at the Infirmary only if they purchase Wellesley's Basic Health Insurance.

Special Fees and Expenses

These include, but are not limited to, the following:

Certain special fees and expenses listed in departmental descriptions, e.g., the cost of instrumental and vocal lessons given on p. 176.

A fee for each unit of work taken for credit in excess of five in any semester: $1,689.

Because parking at the College is limited, resident first year students are not permitted to have cars. The parking fee for sophomores, juniors, and seniors is currently: $65 for each semester or $115 for the year, and for nonresident students $45 for the semester or $80 for the year.

All fees, with the exception of tuition, room and board, are subject to change without notice.

Personal Expenses

In addition to the above fees payable to the College, a student should count on approximately $1,050 for books, supplies, and personal expenses. Some students spend more and some spend less.

General Deposit

A General Deposit of $100, paid by each entering student, is not part of the College fee. The deposit is refunded after graduation or withdrawal and after deducting any unpaid charges, fees, or fines.

Class Reservation Payment

The payment of $250 reserves a place in the College for the first year student. It is due on February 1 for Early Decision students, and on May 1 for other entering first year students. Returning students who have not made room retainer payments submit a $200 payment annually. The payment is credited toward the following semester's comprehensive fee.

Room Retainer Payment

Returning students must submit $500 to the Bursar by March 20 if they want to reserve a room for the following semester. This $500 payment is applied against room and board charges for the following semester. A student who does not live on campus during the fall

semester and who wishes to have a room reserved for the spring semester must submit $500 to the Bursar by November 15. A student who has made a Room Retainer Payment does not have to submit the Class Reservation Payment. Entering transfer and exchange students pay as stated in their acceptance letters.

Refund Policy

Refunds will be made for withdrawal or leave of absence prior to the midpoint of the semester. Charges will be prorated on a weekly basis. An additional $200 will be withheld to cover administrative costs. No refunds will be made for withdrawal or leave of absence after the semester midpoint. *The date of withdrawal shall be the date on which the student notifies her Class Dean of withdrawal in writing*, or if the Dean is not notified, the date on which the College determines that the student has withdrawn. Admission candidates must notify the Director of Admission of withdrawal. Refunds will be prorated among the sources of original payment. Grants and educational loans are refunded to the grantor or lender.

Continuing Education Fees and Refunds

The tuition fee for a Continuing Education student is $1,689 per semester course, payable August 1 for the fall semester and January 1 for the spring semester. Continuing Education students taking four or five units of academic credit a semester pay $6,755 per semester. A $14 per unit student activity fee will be charged with a maximum of $52.50 per semester. In addition, a $24 per unit facilities fee will be charged with a maximum of $95 per semester. Continuing Education applicants pay a nonrefundable $40 application fee. There is also a nonrefundable registration fee of $25, payable when the student is accepted.

A Continuing Education student who finds it necessary to withdraw from a course is entitled to refunds as follows: a full refund of payment will be made for withdrawal from courses during the first two weeks of classes. Thereafter, charges will be prorated on a weekly basis until the midpoint of the semester. No refunds will be made for withdrawal after the semester midpoint. *The date of withdrawal shall be the date on which the student notifies the Office of Continuing Education of withdrawal in writing* or, if the Office of Continuing Education is not notified, the date on which the College determines that the student has withdrawn. Refunds will be prorated among the sources of original payment. Grants and educational loans are refunded to the grantor or lender.

Special Student Fees and Refunds

Fees, payment schedules, and the refund policy for special students, such as high school students taking courses at Wellesley, are the same as for Continuing Education students.

Payment Plans

Wellesley offers three payment plans to meet varied needs for budgeting education expenses: the traditional Semester Plan, a Ten-Month Plan, and a four-year Prepaid Tuition Stabilization Plan.

All fees must be paid in accordance with one of these approved payment plans before the student can register or receive credit for courses.

It is the student's responsibility to make sure that loans, grants, and other payments are sent to the College by the due dates.

Detailed descriptions of plans are sent to parents or guardians of traditional students, to Continuing Education students, and to others on request.

Semester Plan

The Comprehensive Fee due for each semester (after subtracting amounts paid in advance, scholarships, and education loans for that semester) is paid to the College by *August 1 for the fall* semester, and by *January 1 for the spring* semester. This plan is generally used by families who are paying college expenses from money previously saved or who have access to low-interest loans, life insurance policies, and credit unions, or who are using educational loan programs like MFEL or SHARE.

Ten-Month Plan

The Comprehensive Fee due *for each semester* (after subtracting scholarships and education loans for that semester) *is budgeted over five payments.*

The payments are due on the *25th* day of every month, *May 25 to September 25* for the fall semester and *October 25 to February 25* for the spring semester.

The Ten-Month Plan was established to enable families to pay Wellesley charges from current family earnings. Families that can deposit money into a savings account or prepayment program, such as ITPP described below, will have funds available for August 1 and January 1 payment to Wellesley. This allows monthly payments without additional administrative expense. The College cannot extend the payment period or reduce the payment amounts of the Ten-Month plan.

Payment Plans

Semester Plan

	Resident Plans 20 Meals Amount	Resident Plans 14 Meals Amount	Non-resident Plan Amount	First Year Student Early Decision Due	First Year Student Regular Decision Due	Returning Students Due
General deposit-entering students	$100	$100	$100	Feb.1	May1	N/A
Class reservation payment*	250	250	250	Feb.1	May1	June1*
Room retainer payment-returning resident students	500	500	N/A	N/A	N/A	March 20
Comprehensive fee balance – first-year students – fall	9,147.50	N/A	6,652.50	Aug.1	Aug.1	N/A
Comprehensive fee balance – returning students – fall	8,897.50	8,822.50	6,702.50	N/A	N/A	Aug.1
Comprehensive fee – spring	9,397.50	9,322.50	6,902.50	Jan.1	Jan.1	Jan.1
Basic Health Insurance – fall	150**	150**	150**	Aug.1	Aug.1	Aug.1
Basic Health Insurance – spring	150**	150**	150**	Jan.1	Jan.1	Jan.1

Ten-Month Plan (Payments begin May 25 and end February 25, as specified in contract.)

	Resident Plans 20 Meals Amount	Resident Plans 14 Meals Amount	Non-resident Plan Amount	First Year Student Early Decision Due	First Year Student Regular Decision Due	Returning Students Due
General deposit entering students	$100	$100	$100	Feb.1	May1	N/A
Class reservation payment*	250	250	250	Feb.1	May1	June1*
Room retainer payment - returning resident students	500	500	N/A	N/A	N/A	March 20
In ten equal monthly payments – first-year students***	19,075	18,925	14,025	May 25-Feb. 25	May 25-Feb. 25	N/A
In ten equal monthly payments – returning students***	19,075	18,925	14,025	N/A	N/A	May 25-Feb. 25
Basic Health Insurance – fall	150**	150**	150**	Aug. 1	Aug. 1	Aug. 1
Basic Health Insurance – spring	150**	150**	150**	Jan.1	Jan.1	Jan.1

*The fee for returning students is $200 and students who have made a room retainer payment need not make a class reservation payment.

**Charge will be omitted if card to waive Basic Health Insurance is received by August 1/January 1 for spring semester.

***To determine your monthly payment, subtract any anticipated education loans or grants from your Comprehensive Fee to calculate your Amount Budgeted for the table below:

Amount Budgeted	Administrative Fee	Monthly Payment	Total Payment
$16,000-18,795	$280	$1,628-1,908	$16,280-19,075
13,000-15,999	220	1,322-1,622	13,220-16,219
9,000-12,999	160	916-1,316	9,160-13,159
6,000- 8,999	110	611- 911	6,110- 9,109
3,000- 5,999	60	306- 606	3,060- 6,059
1,400- 2,999	30	143- 303	1,430- 3,029

Prepaid Tuition Stabilization Plan

	Resident Plans 20 Meals Amount	Resident Plans 14 Meals Amount	Non-resident Plan Amount	First Year Student Early Decision Due	First Year Student Regular Decision Due	Returning Students Due
General deposit– entering students	$ 100	$ 100	$ 100	Feb. 1	May 1	N/A
Class reservation payment*	250	250	250	Feb. 1	May 1	June 1*
Room retainer payment – returning resident students	500	500	N/A	N/A	N/A	March 20
Tuition (fixed in advance, paid first year only)	54,040	54,040	54,040	June 30	June 30	N/A
Comprehensive fee balance – first-year students	4,785	4,635	45	As described under the Semester or Ten-Month Plan		
Comprehensive fee balance – returning students	5,035	4,885	95	As described under the Semester or Ten-Month Plan		
Basic Health Insurance – fall	150**	150**	150**	Aug. 1	Aug. 1	Aug. 1
Basic Health Insurance – spring	150**	150**	150**	Jan. 1	Jan. 1	Jan. 1

*The fee for returning students is $200 and students who have made a room retainer payment need not make a class reservation payment.
**Charge will be omitted if card to waive Basic Health Insurance is received by August 1 (January 1 for spring semester).

Prepaid Tuition Stabilization Plan (PTSP)

This program provides a written contract guaranteeing that the cost of tuition at Wellesley College will remain the same for each of four consecutive years provided the student's parent or guarantor pays by June 30 before the student first enters Wellesley, an amount equal to four times the first year's tuition cost. The tuition for 1989-90 is $13,510; the amount required to be paid to Wellesley College by June 30, 1989 would be $54,040. This program may be financed through family savings, the Massachusetts Family Education Loan (MFEL), SHARE, home equity loans, or other funds available to the family. Provisions are made for leaves of absence (up to two semesters), refunds, and withdrawals. This program only stabilizes the cost of tuition at Wellesley; all other charges such as room, board and other fees will be billed at the rate for the applicable year, as will tuition for any exchange program or other college at which the student enrolls.

Payment for Students Receiving Financial Aid

Grants and loans are generally applied equally against charges for each semester. The remaining balance must be paid in accordance with one of the approved plans. Students receiving financial aid who have difficulty meeting the payment schedule should consult the Financial Aid Office and their Student Account Representative.

Financing Programs

To finance the Wellesley Payment Plans a savings program and numerous loans are available to students and their families. With these loans, education expenses can be spread over a 5- to 19-year period.

Insured Tuition Payment Plan (ITPP)

The Insured Tuition Payment Plan, operated by Knight Tuition Payment Plans is not a loan; it is a monthly budgeting and savings program that *pays interest to the participant* while it accumulates money for each semester's payment. Starting in May of the first year, eight monthly payments (totaling the annual plan amount chosen by the participant) are made to Knight and held in an interest bearing savings account until August and January when Knight remits them to Wellesley College. For subsequent years, the annual plan amount is divided into 12 payments with the first deposit towards the August 1 remission to Wellesley College made the previous January. Interest earned on your deposit reduces the amount you would otherwise pay and regular monthly payments make budgeting easier. The one time $50 administrative fee also covers life and disability insurance for qualified participants.

Parents' Loan for Undergraduate Students (PLUS); Supplemental Loans for Students (SLS)

Under these federally guaranteed loan programs, parents or students may borrow up to $4,000 per year from participating banks. The applicant must be a permanent U.S. resident. There is no maximum income limit to qualify.

Monthly repayment begins forty-five days after the loan is received by the applicant and may take as long as ten years. However, repayment of the loan principal may be *deferred* while the student is enrolled.

Wellesley Parent Loan Plan (PLP)

The Wellesley Parent Loan Plan, available to all parents and to Continuing Education Students, establishes a fixed monthly payment for a period of five to eight years to pay all or a desired portion of the anticipated four-year college expense. The interest rate may vary over the life of the loan. If the interest rate or the amount borrowed was subsequently increased, the number (rather than the dollar amount) of payments would be increased up to a maximum repayment period of 96 months. Optional life and disability insurance is available.

SHARE Loan

The Consortium on Financing Higher Education, Nellie Mae, and The Education Resources Institute (TERI) sponsor a long-term, moderate-cost education loan with flexible repayment terms to enable students and their families or other supporters to share college expenses. A student and co-applicant(s) may borrow annually the cost of attendance at Wellesley College (less grants and other education loans) or the total PTSP advance payment plus yearly fees. One of the applicants must be a U.S. citizen. Loans may be unsecured or secured by a mortgage.

Repayment of borrowed funds to Nellie Mae begins 45 days after the loan is made and may extend for up to 20 years; while the student is in school, interest only or interest plus principal payments may be made at the discretion of the primary borrower.

Massachusetts Family Education Loan (MFEL)

The College has reserved funds which will be loaned by the Massachusetts Education Loan Authority to credit-worthy, middle-income students and their families. Higher income families, with several dependents in college or other unusual circumstances, may also qualify. The cost of attendance for a single year, or the total cost of tuition for four years, less the total amount of grants or other education loans such as GSL or PLUS may be borrowed. Loan payments are made directly to the Authority monthly (starting within a month after the loan is made) over a 14-year period. Loans may be unsecured or secured by a mortgage.

Other Financing

The loan programs described above were selected by Wellesley College from a variety of available alternatives. Many credit unions, banks, and other financial institutions offer trust, investment, and loan programs; some are based on a security interest in the borrower's home or other assets; others rely on the borrower's credit-worthiness alone. In some families, parents apply for the loan with the understanding that the student will assume some responsibility for repayment. Many Wellesley students use skills and contacts developed at the College to earn a significant portion of their tuition through summer, winter break, and term-time employment. The Bursary staff will be happy to discuss possible avenues of financing with students and their families.

Financial Aid

The Wellesley College program of financial aid opens educational opportunities to able students of diverse backgrounds, regardless of their financial resources. No entering first year student should be discouraged from applying to Wellesley because of the need for financial aid. At Wellesley, admission decisions are made without regard for financial need, and only after a student is admitted does the Financial Aid staff determine the amount of aid she will require. Approximately 68 percent of all Wellesley students receive aid from some source, 48 percent receive financial aid based on need from the College.

At Wellesley College financial aid is given solely because of demonstrated need. Amounts vary in size according to the resources of the individual and her family, and may equal or exceed the comprehensive College fee. Although aid is generally granted for one year at a time, the College expects to continue aid as needed throughout the student's four years, provided funds are available.

Determination of the amount of aid begins with the examination of family financial resources. Using a national system of need analysis, modified to meet special needs, the Financial Aid staff establishes the amount the parents can reasonably be expected to contribute. The staff also looks at the amount that the student can contribute from her summer earnings, assets, and benefits. The total of the parents' and the student's contributions is then subtracted from the student's budget which is comprised of the College fees, a $1,050 book and personal allowance, and an allowance toward two low-cost round trips from her home area to Wellesley. The remainder, which equals the financial need of the student, is offered in aid.

Evaluations of all students' academic records are made at the end of each semester by the Academic Review Board. Eligibility for financial aid may be terminated or reinstated at each evaluation period. Students must make satisfactory progress toward the degree and maintain a C average. Records are maintained by the Academic Review Board. If a student is permitted to return to the College, the Academic Review Board has judged that she is making adequate progress toward the degree. No credit is associated with course incompletion, course withdrawal, noncredit remedial courses or course repetition; therefore, these courses are not considered in progress toward the degree.

Ordinarily, a full-time undergraduate student completes the requirements for the B.A. degree in eight semesters. A student may submit an appeal to the Academic Review Board for additional time. The Academic Review Board will consider special circumstances and may grant up to ten semesters for a full-time student or up to 14 semesters for a part-time student. A student may request financial aid for semesters beyond the usual eight which have been approved by the Academic Review Board. Most financial aid packages are a combination of three types of aid: work, loans, and grants.

Work

Generally, the first portion of a student's financial aid is met through jobs on and off campus, usually as part of federal work study programs. Students are expected to devote approximately nine and one half hours a week to their jobs, earning $1,300 to $1,350 a year.

Over 70 percent of Wellesley College students work on or off campus. The Office of Financial Aid is the center for student employment, a service open to all students, whether they are receiving aid or not. Financial aid students receive priority for on-campus jobs such as office work in academic and administrative departments. Off campus, students have worked in offices, stores, and restaurants.

Loans

The next portion of a student's financial aid, $2,625, for first year students and $3,200 for upperclass students, is met through low-interest loans. There are several kinds of loans available with different interest rates. The suggested loan amount and loan program are specified in the aid offer.

Repayment of Loans from the College

A student who has received a loan from the College has the obligation to repay the loan after withdrawal or graduation. Before she leaves the College she should make arrangements for an exit interview with the Bursar. At that time she will be notified of her responsibilities regarding the loan and will be given a repayment schedule.

Transfer students in order to be eligible for financial aid from Wellesley cannot be in default on prior education loans.

Grants

The remaining portion of the student need is awarded in grants by the College from its own resources, or from the federal government through the Federal Supplemental Educational Opportunity Grants and Pell Grant Programs, or from outside agencies.

Students who are eligible for other federal or state grants are required to apply; if the student does not apply, the College will not replace the amount she would have received. In addition, whenever possible, students should seek grants from local programs, from educational foundations, and from other private sources.

Town Tuition Grants

Wellesley College offers ten Town Tuition Grants to residents of the Town of Wellesley who qualify for admission and who meet the town's residency requirements. These students may live at home or on campus. Those who choose to live on campus may apply to the College for additional financial aid, and their applications will be reviewed in relation to the same financial aid considerations presently applicable to all Wellesley students.

ROTC Scholarships

ROTC admission criteria conflict with the nondiscrimination policy of Wellesley College (see inside back cover). However, students may enroll in ROTC programs offered at MIT through the College's cross-registration program. Wellesley students may apply for scholar-

ship aid from all services. Interested students should contact the appropriate service office at Building 20E, Massachusetts Institute of Technology, Cambridge, MA 02139, or call: Air Force, (617) 253-3755; Army, (617) 253-4471, or Navy, (617) 253-2991.

Financial Aid for Transfer Students

Financial aid funds are available to assist a limited number of transfer students. If funds are available, those students with demonstrated need will be eligible to receive aid for the number of semesters determined by the Registrar as necessary for degree completion. If a transfer student does not receive a grant upon admission to the College, she will not qualify for a grant while she is at the College. It is possible, however, that she may receive work-study or loans.

Financial Aid for Foreign Students

A limited amount of financial aid is available for foreign students. If a foreign student enters without aid, she will not be eligible for it in future years.

Financial Aid for Continuing Education Students

Financial Aid is available for Continuing Education students who are degree candidates. A financial aid advisor is available to assist CE students in planning their budgets and in their efforts to obtain funds from outside sources. Continuing Education students receive loan and work, as do regular students, as the first components of the aid package.

Wellesley Students' Aid Society

The Wellesley Students' Aid Society, Inc. is an organization of Wellesley College alumnae. In addition to making some grants and long-term tuition loans, the organization also provides short-term emergency loans and other services to students.

Assistance for Families Not Eligible for Aid

Wellesley has special concern for middle- and upper-income families who find it difficult to finance their daughters' education through current income. The services of the Office of Financial Aid are designed to assist all families, regardless of the need for aid.

For those families not eligible for aid, the College will assist in several ways. Wellesley will help any student find a job, on or off campus. The College will furnish information and advice on obtaining student and parent loans. Three payment programs are offered by the College: a Semester Plan, a Ten-Month Plan, and a Prepaid Tuition Stabilization Plan. And a number of financing options are available: The Insured Tuition Payment Plan, Parent Loans to Undergraduate Students, Supplemental Loan for students, the Wellesley Parent Loan Plan, the Massachusetts Family Education Loan Program, and SHARE, a supplemental education loan for families. These programs are described under Costs and Payments Plans.

For Further Information

Detailed information on all the material summarized here is described in Wellesley's financial aid brochure. This brochure is sent to every student who requests this information. In addition, each spring information is available on the payment and loan programs.

Applying for Financial Aid

Each registered applicant for admission who is applying for financial aid must file four forms: the Wellesley College Application for Financial Aid, the Financial Aid Form of the College Scholarship Service, and signed copies of all pages and schedules of both the parents' and the student's most recent federal income tax returns. Additional documents are required if parents are separated/divorced or self-employed.

Application Form

The Wellesley College Application for Financial Aid should be returned to the Director of Financial Aid, Box FA, Wellesley College, by November 1 for Early Decision applicants; February 1 for Regular Decision applicants and fall semester Transfer applicants; and November 15 for spring semester Transfer applicants.

Financial Aid Form

This form is available in the secondary schools, or may be obtained by writing to the College Scholarship Service, CN6300, Princeton, New Jersey 08540; or Box 380, Berkeley, California 94701. The Financial Aid Form should be filed with the College Scholarship Service which will then mail a copy for confidential use to the college or colleges indicated on the form.

The Financial Aid Form must be filed by February 1 for Regular Decision applicants and fall semester Transfer applicants; and by November 15 for spring semester Transfer applicants. Early Decision applicants must file the Early Version Financial Aid Form which is mailed to them after their Wellesley financial aid application is received; the Early Version Financial Aid Form must be filed by November 15. Early Decision applicants should also file the 1989-90 Financial Aid Form of the College Scholarship Service by February 1.

Summary of Students, 1988-89

	Resident	Non-resident	Class Totals	Totals
Candidates for the B.A. degree				2,186
Seniors	501	34	535	
Juniors	385	10	395	
Sophomores	532	7	539	
First Year Students	587	1	588	
Continuing Education Students	12	117	129	
Nondegree Candidates		3		
Special Students	3	26		
Total Registration October 1988				2,239

Geographic Distribution, 1988-89

Students from the United States and Outlying Areas

Alabama	4
Alaska	3
Arizona	11
Arkansas	6
California	167
Colorado	18
Connecticut	114
Delaware	3
District of Columbia	15
Florida	46
Georgia	31
Guam	1
Hawaii	14
Illinois	43
Indiana	10
Iowa	5
Idaho	7
Kansas	5
Kentucky	8
Louisiana	6
Maine	36
Maryland	57
Massachusetts	363
Michigan	20
Minnesota	40
Mississippi	2
Missouri	24
Montana	1
Nebraska	2
New Hampshire	31
New Jersey	156
New Mexico	2
Nevada	1
New York	253
North Carolina	16
North Dakota	2
Ohio	51
Oklahoma	9
Oregon	15
Pennsylvania	98
Puerto Rico	6
Rhode Island	23
South Carolina	6
South Dakota	1
Tennessee	13
Texas	54
Utah	11
Vermont	17
Virginia	40
Virgin Islands	5
Washington	32
West Virginia	10
Wisconsin	21
Wyoming	1
Total	1,936

Students from Other Countries

	Foreign Citizens	U.S. Citizens Living Abroad
Australia	1	1
Austria		1
Bangladesh	2	
Barbados	1	
Belgium		1
Bermuda	1	1
Botswana	1	
British West Indies	2	
Cambodia	1	
Canada	4	3
Cape Verde	1	
China, PRC	16	1
Colombia	2	1
Congo		1
Costa Rica	1	
Dominican Republic		1
England	2	3
France	3	
Germany	1	
Ghana	1	
Great Britain	1	
Greece	2	
Guatemala	1	
Guam		1
Haiti	1	
Hong Kong	13	1
India	20	
Iran	3	
Italy	3	1
Jamaica	5	
Japan	6	
Jordan	1	
Korea	36	1
Kuwait	1	
Lebanon	1	
Malaysia	5	
Mexico	10	1
Netherlands	2	
Norway	1	
Pakistan	5	
Panama	2	
Peru	3	1
Philippines	4	2
Poland	1	
Portugal	1	
Romania	1	
Saudi Arabia		2
Singapore	2	1
South Africa	2	
Sri Lanka	2	
Sweden	1	
Switzerland	1	5
Syria	1	
Taiwan, ROC	5	1
Uganda	1	
United Kingdom	1	
Uruguay	1	
Vietnam	3	
West Germany	1	3
Yugoslavia	1	
Total	191	34

Graduate Fellowships

A number of fellowships for graduate study are open to graduating seniors and graduates of Wellesley College, while others administered by Wellesley are open to women graduates of any undergraduate American institution. Awards are usually made to applicants who plan full-time graduate study for the coming year. Preference in all cases, except for the Peggy Howard Fellowship, will be given to applicants who have not held one of these awards previously. Awards will be based on merit and need.

Fellowships open to Wellesley College alumnae and graduating seniors are listed below.

Anne Louise Barrett Fellowship preferably in music, and primarily for study or research in musical theory, composition, or in the history of music; abroad or in the United States. Stipend: Up to $3,000

Margaret Freeman Bowers Fellowship for a first year of study in the fields of social work, law, or public policy/public administration. Also eligible are MBA candidates with plans for a career in the field of social services. Preference will be given to candidates demonstrating financial need. Stipend: Up to $1,000

Professor Elizabeth F. Fisher Fellowship for research or further study in geology or geography, including urban, environmental or ecological studies. Preference given to geology and geography. Stipend: Up to $1,000

Ruth Ingersoll Goldmark Fellowship for graduate study in English Literature or English Composition or in the Classics. Stipend: Up to $1,000

Horton-Hallowell Fellowship for graduate study in any field, preferably in the last two years of candidacy for the Ph.D. degree, or its equivalent, or for private research of equivalent standard. Stipend: Up to $4,000

Peggy Howard Fellowship in Economics to provide financial aid for Wellesley students or alumnae continuing their study of economics. Administered by the economics faculty who may name one or two recipients depending on the income available.

Edna V. Moffett Fellowship for a young alumna, preferably for a first year of graduate study in history. Stipend: Up to $2,500

Vida Dutton Scudder Fellowship for graduate study in the field of social science, political science, or literature. Stipend: Up to $2,000

Sarah Perry Wood Medical Fellowship for the study of medicine. Nonrenewable. Stipend: Up to $6,000

Trustee Scholarships are awarded on a competitive basis to seniors who intend to pursue graduate studies. These scholarships are unrestricted as to field of study. The title Trustee Scholar is honorary and in cases of financial need stipends may be awarded to the scholars or, if not needed by them, to alternates who need financial assistance. All applications and credentials are due by December 1. Recipients share the total annual stipend.

Fanny Bullock Workman Fellowship for graduate study in any field. Stipend: Up to $3,000

Mary Elvira Stevens Traveling Fellowship for a full year of travel or study outside the United States. Any scholarly, artistic, or cultural purpose may be considered. Candidates must be at least 25 years of age in the year of application. Applications may be obtained from the Secretary to the Stevens Fellowship Committee, Office of Financial Aid, and must be filed before December 1. Stipend: $16,000

Some graduate fellowships for study at the institution of the candidate's choice are administered by Wellesley College and are not limited to Wellesley students.

Alice Freeman Palmer Fellowship for study or research abroad or in the United States. The holder must be no more than 26 years of age at the time of her appointment, and unmarried throughout the whole of her tenure. Non-Wellesley candidates should file through their institutions. Wellesley will accept no more than four applications from an institution. Stipend: Up to $4,000

Mary McEwen Schimke Scholarship a supplemental award for the purpose of affording relief from household and child care while pursuing graduate study. The award is made on the basis of scholarly expectation and identified need. The candidate must be over 30 years of age, currently engaged in graduate study in literature and/or history. Preference given to American Studies. Stipend: Up to $1,000

M.A. Cartland Shackford Medical Fellowship for the study of medicine with a view to general practice, not psychiatry. Stipend: Up to $3,500

Harriet A. Shaw Fellowship for study or research in music and allied arts, abroad or in the United States. Preference given to music candidates; undergraduate work in history of art required of other candidates. Stipend: Up to $3,000

Applications may be obtained from the Secretary to the Committee on Graduate Fellowships, Office of Financial Aid, Box GR, Wellesley College, Wellesley, MA 02181. Applications and supporting materials must be postmarked no later than December 1, 1989.

Application forms for the Peggy Howard Fellowship may be obtained from the Economics Department, Wellesley College, Wellesley, MA 02181. The applications and supporting materials should be returned to the same address by April 1, 1990.

The Academic Program

The Academic Program

The process of learning begins with the mind and motivation of the student herself. The most tempting array of courses and the most carefully planned requirements alone will not guarantee the growth of an educated mind. The academic experience is designed for the student who seeks a broad acquaintance with the many and diverse fields of human inquiry as well as the opportunity to explore her personal intellectual interests in depth. It provides for the acquisition of knowledge and of the skills appropriate to the liberal arts but above all it is responsive to the student who genuinely wishes to acquire the habit of learning. It seeks to stimulate the mind, refine the eye, and enlarge the capacity for free, independent, and discriminating choice.

The Curriculum

The curriculum at Wellesley is structured to provide strong guidance and to allow, at the same time, great personal choice. Central to the curriculum is the concept of diversity, the concept that the student should pursue a number of disciplines during her four years at the College. Accordingly, by the time the Bachelor of Arts degree is earned, she should be acquainted with the main fields of human interest, capable of integrating knowledge from various fields, and prepared for continuous scholarly and personal growth. In her major field, the student is expected to demonstrate maturity of thought, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis.

Academic Advising

At Wellesley academic advising for the first year and sophomore student is provided by the class deans. The Class Dean is a central source of information about degree requirements, academic legislation, and resources available at the College to help students achieve their academic goals. She advises students about course selections and sequences, and she is available throughout a student's years at Wellesley for consultation about matters of more general intellectual and personal concern.

Students are also encouraged to consult faculty members early in their time at Wellesley for academic advice. A new system of pre-major faculty advising has been designed for 1989-90.

The advising of juniors and seniors is shared by the faculty and the class deans. This arrangement provides for systematic and equitable supervision of each student's progress toward the B.A. degree. In addition, it has the double benefit of specialized advice from faculty in the major field, and detailed examination of the student's overall program.

Academic Assistance

In addition to the regular office hours all instructors hold for students needing extra help, peer tutoring is available in the Study Center located in the Margaret Clapp Library. Peer tutors, called A+ Advisors, are trained in study skills and time management in addition to

being well-prepared to tutor in specific subjects. An A+ advisor lives in each residence hall. She conducts workshops on study skills, test taking, etc. through the semester and serves as a resource person on matters of academic policy.

A noncredit reading course and reading workshops are offered several times during the semester.

Requirements for Degree of Bachelor of Arts

Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials. Each candidate for the degree of Bachelor of Arts is required to complete 32 units of academic work at a C average or better. Each semester course, with the exception of intensive language courses in Chinese, German, and Japanese, is assigned one unit of credit. A unit of credit is equivalent to four semester-hours or six quarter-hours. The normal period of time in which to earn the degree is four years and a normal program of study includes from three to five courses a semester. First year students are encouraged to carry a maximum of four courses each semester, but upperclass students may take five.

Courses are classified in Grades I, II, and III. Introductory courses are numbered 100-199 (Grade I); intermediate courses, 200-299 (Grade II); advanced courses, 300-399 (Grade III). Each student must include in her program at least four units of Grade III work, at least two of which shall be in the major. The program in the senior year may not include more units of Grade I than of Grade III work, and at least two must be Grade III. Directions for election of the major vary with the department. Please see departmental listings for specific major requirements.

Distribution Requirements

In order to provide students with as much flexibility as possible, Wellesley requires no specific courses except Writing 125. To ensure, however, that students gain insight and awareness in areas outside their own major fields, the College does require that they elect three semester courses in each of three academic areas as part of the 32 units required for graduation. (Courses numbered 350—Research or Individual Study—do not satisfy this requirement.) Students who entered in the fall of 1988 and thereafter must take two of the three courses in each academic area at Wellesley. Transfer and Continuing Education students who enter with eight units prior to Wellesley must take at least one of the three courses in each group at Wellesley, and students entering with 16 prior units may take the distribution requirements at Wellesley or elsewhere. The three groups of academic disciplines are:

GROUP A Literature, Foreign Languages, Art, and Music

Three units chosen from courses in Art, Chinese, English, French, German, Greek and Latin, Hebrew, Italian, Japanese, Music, Russian, Spanish, Theatre Studies; or from certain courses offered by the Department of Black Studies and from those extradepartmental literature courses which are designated as fulfilling the requirement in Group A.

GROUP B
Social Science, Religion, Philosophy, and Education

Group B[1]
One or two units chosen from courses in the Departments of History, Philosophy, Religion, and courses offered by the Departments of Black Studies, Education, and the Women's Studies Program in these fields.

Group B[2]
One or two units chosen from courses in the Departments of Anthropology, Economics, Political Science, Psychology, Sociology, and courses offered by the Departments of Black Studies, Education, and the Women's Studies Program in these fields.

GROUP C
Science and Mathematics

Three units, at least one of which shall be a course with laboratory, chosen from courses offered in the Departments of Astronomy, Biological Sciences, Chemistry, Computer Science, Geology, Mathematics, Physics, and certain courses in Technology Studies designated as fulfilling the Group C requirement.

Foreign Language Requirement

Before the beginning of the senior year, students must exhibit a degree of proficiency in the use of one foreign language, either ancient or modern. Many students fulfill this requirement by passing one of the language tests offered by the College Board. Wellesley requires a score of 610 or better on the College Board Achievement Test, or a score of at least 3 on the Advanced Placement Examination (AP). This requirement can also be met by the completion of two units of language study at the second year college level or one unit of language study above the second year college level.

Second Year College Level Courses

Chinese:	201 (1-2), 202 (1-2)
French:	131-132 (1-2) or 141-142 (1-2)
German:	101-103 (1-2), or 102-103 (1-2) or 104-105 (1-2)
Greek:	201 (1) – 205 (2) or Religion 298 (2)
Hebrew:	(see Religion Department), 299 (1-2)
Italian:	202 (1), 203 (2), 205 (2)
Japanese:	207 (1-2)
Latin:	200 (1) – 201 (2) or 207 (2)
Russian:	200 (1-2), 215 (1)
Spanish:	102 (1-2)

Students may take introductory courses in only two modern foreign languages.

Fulfillment of the foreign language requirement through work done at another institution must be approved by the appropriate department. A student whose native language is not English will be exempted from this requirement, subject to approval of the Class Dean and the Academic Review Board.

Writing Requirement

Since September 1983, each entering student has been required to complete one semester of expository writing in her first year. Courses (numbered 125) are offered in the Writing Program. Transfer and Continuing Education students who have not fulfilled a similar requirement must also complete one semester of expository writing, either a Writing 125 course or English 200. Students are expected to use acceptable standards of spoken and written English in their college work.

Multicultural Requirement

Beginning in the fall of 1990, all students entering Wellesley must complete a course primarily concerned with: (1) the peoples, cultures, and societies of Africa, Asia, Middle East, Oceania, or Latin America and the Caribbean; or (2) the peoples, cultures and societies of North America that trace their historical origins to these areas; or (3) Native American peoples, cultures, and societies. The course selected must treat the chosen culture, people, or society in either a comprehensive or a comparative way. The course also must, in its treatment of the chosen culture, people, or society, expose the student to its worldview or values; explore its contemporary or historical experiences; or compare it with some aspect of another culture, people, or society. In all three cases, one of the principal goals of the course must be to allow the student to see the people, culture, or society through its own eyes.

The multicultural requirement may be satisfied with a course that also satisfies a distribution requirement. A list of appropriate courses appears on p. 233. Students who propose to satisfy the requirement with a course not designated as a multicultural course are invited to petition the Committee on Curriculum and Instruction.

Other Requirements

In order to ensure a broad exposure to the liberal arts curriculum and to avoid premature specialization, of the 32 units required for graduation, students must elect *18 units outside any one department.* Of the last four semesters completed for the degree, a normal course load must be taken at Wellesley in two consecutive semesters.

In addition, all students must complete the physical education requirement described on p. 182 for which no academic credit is given.

Preparation for Engineering

Students interested in mathematics, physics, chemistry, or biology can apply these interests in a very practical way through engineering, an expanding field for women.

Engineering can be pursued at Wellesley through cross-registration with MIT. Wellesley students can prepare for graduate study in engineering by combining courses in engineering at MIT with their Wellesley science major. Students interested in an undergraduate engineering degree might try to qualify for the Double Degree Program. See p. 61.

Students interested in engineering should take mathematics and physics at Wellesley in their first year in preparation for MIT courses. Information concerning possible fields, prerequisites and contact persons at MIT is available through the Office of the Class Deans.

Preparation for Law School

The prelaw student should develop three basic competencies: skill in analysis and reasoning, effective writing and speaking, and breadth of understanding of the diverse factors that make up the community in which the legal system functions. These competencies can be developed in any field in which the student chooses to major, whether in the social sciences, the humanities, or in the natural sciences. Law schools do not specify particular major fields or particular courses of study for admission.

Preparation for Medical School

Medical, dental and veterinarian schools require special undergraduate preparation. Students should consult as early as possible with the Health Professions Advisory Committee to plan their academic preparation to meet their individual needs and interests. Appointments can be made with the Health Professions secretary in the Science Center.

In general, most health profession schools require two units of English and two units each of the following science courses (with lab): Introductory Biology, Introductory Chemistry, Organic Chemistry, and Physics. Many schools also require mathematics, in some cases two units of calculus, and additional science courses. Veterinary schools frequently require courses such as speech, technical writing, animal nutrition, genetics, biochemistry, etc. Requirements vary and catalogues of individual schools should be consulted.

All science requirements should be completed before taking the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT) which are taken approximately 16 months before entering medical or dental school. In order to receive the full support of the Health Professions Advisory Committee, undergraduate students should plan to complete at least six of the science and math course requirements at Wellesley and/or its exchange colleges.

The Major

Students may choose from among 29 departmental majors, 16 interdepartmental majors—American Studies, Architecture, Biological Chemistry, Chinese Studies, Classical Civilization, Classical and Near Eastern Archaeology, Cognitive Science, French Studies, German Studies, Italian Culture, Japanese Studies, Jewish Studies, Language Studies, Medieval/Renaissance Studies, Psychobiology, and Women's Studies—or they may design an individual major. Of the 32 units required for graduation, at least eight are to be elected in the major.

Students who are interested in an individual major submit a plan of study to two faculty members from different departments. The plan should include four units in one department above the introductory level. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. Some students wish to center their studies upon an area, a period, or a subject which crosses conventional departmental lines. Examples of possible area studies include Latin American Studies and Russian Studies; of periods, the Middle Ages or the Renaissance; of subjects, Comparative Literature or International Relations. A model for the way an individ-

ual major might be constructed is provided in the listing of majors under Theatre Studies.

In the second semester of the sophomore year each student elects a major field and prepares for the Registrar a statement of the courses to be included in the major. Later revisions may be made with the approval of the chair of the major department; the director of the interdepartmental major; or in the case of the individual major, with the consent of the student's advisors and the Committee on Curriculum and Instruction. Any revisions must be presented to the Registrar not later than the second semester of the junior year. Directions for Election of the major vary. See departmental listings for specific requirements for the major.

The Minor

Some departments at Wellesley offer a minor. Normally, a minor consists of at least five courses, with one of them at the Grade III level. Interested students should consult the chair of the department. A minor form must be filed in the Office of the Registrar.

Academic Policies & Procedures

The academic policies and procedures of the College have been subject to continuous change and examination throughout the College history, responding to changes in student life styles and innovations in the curriculum. The policies and procedures that govern most routine aspects of academic life are described below.

Academic Standards

Academic standards at Wellesley are high, and students take full responsibility for attending classes, submitting required work on time, and appearing for examinations. If students have difficulties with course work, become ill, or have other problems which interfere with their academic work, they should consult with their class deans for assistance in making special arrangements for their studies. Tutoring and programs in study skills are offered through the Academic Assistance Program.

Students are expected to maintain at least a C average throughout their college career. At the end of each semester the records of those students who are not in good academic standing are examined by the Academic Review Board. The Board will recommend sources of help and may impose conditions for continuing at the College. The College tries to provide the appropriate support services to students in difficulty. Students who show consistent effort are rarely asked to leave the College.

Academic Review Board

The Academic Review Board is the principal body for review of academic legislation and for overseeing each student's academic progress. Chaired by the Dean of Students, the Board is composed of the class deans, the Dean of Continuing Education, and seven elected

faculty and student representatives. The student members of the Academic Review Board do not participate in discussions of individual students' standing, but they do contribute to discussions of academic policy and of student requests for exceptions to regulations. The Board researches and recommends changes in academic policy and is also responsible for proposing an annual academic calendar. Dates of Academic Review Board meetings are posted in the Registrar's Office. A student who wishes to submit a petition to the Academic Review Board should do so in consultation with her Class Dean. She should deliver her petition, in writing, at least one week before the petition is to be considered by the Board.

Credit for Advanced Placement Examinations

Students entering under the Advanced Placement Program of the College Entrance Examination Board, and who make the scores specified by Wellesley College, will receive credit toward the B.A. degree, provided they do not register in college for courses which cover substantially the same material as those for which they have received Advanced Placement credit. For students who entered in the fall of 1988 and thereafter one unit of credit will be given for each AP examination in which a student received a grade of 4 or 5 with the following exceptions: one unit of credit will be given for a score of 3 and two units for a score of 4 or 5 on the Mathematics BC examination. Not more than two units may be offered for credit in any one department. Note: the taking of a course deemed equivalent to one for which credit has been granted will nullify the credit previously awarded.

Credit for Other Academic Work

Of the 32 units required for the degree of Bachelor of Arts, a student may earn a maximum of 16 units through a combination of the following: AP examinations (no more than eight); courses taken at another institution during the summer (no more than four); courses at another institution not taken during the summer (no more than eight). All students, including transfer students and Continuing Education students who entered in January 1988 and thereafter, must complete 16 units at Wellesley.

Credit may be given for a liberal arts course taken at an accredited institution for which prior approval has been obtained from the Registrar and the department chair. Credit will be given only for a course in which a grade of C or better is earned. Students should not take a course on a credit/noncredit or pass/fail basis. Students must request that an official transcript be sent to Wellesley College Registrar's Office. Transcripts should be received by October 1 for summer and previous year course work and by March 1 for fall semester work.

First year students must fulfill the writing requirement by completing Writing 125 at Wellesley.

Exemption from Required Studies

Students may be exempted from any of the studies required for the degree, except Writing 125, provided they can demonstrate to the department concerned a reasonable competence in the elements of the course. Exemption from any of the studies required does not affect the general requirement for completion of 32 units of credit. It does, however, make it possible for some students to select more advanced courses earlier in their college careers.

Such exemption may be achieved in one of two ways: a score of 4 (Honors) or 5 (High Honors) on the CEEB AP tests, *or* passing a special exemption examination. Permission for the exemption examination must be obtained from the chair of the department concerned. In addition to the evidence offered by the examination, some departments may require the student to present a paper or an acceptable laboratory notebook.

Research or Individual Study

Each academic department provides the opportunity for qualified students to undertake a program of individual study directed by a member of the faculty. Under this program, an eligible student may undertake a research project or a program of reading in a particular field. The results of this work normally are presented in a final report or in a series of short essays. The conditions for such work are described under the course numbered 350 in each department. Wellesley offers further opportunities for research and individual study. (See Honors in the Major Field.)

Credit for Summer School

The amount of summer school credit allowed toward the degree is limited to four units, and is not automatic. Students should consult their class deans before enrolling in summer school courses. In addition, students must get approval for summer school courses by May 1 first from the Registrar for the amount of credit, and then from the department chair for course content. Approval forms are available in the Registrar's Office. A summer school course must be equivalent to four semester-hours or six quarter-hours in order to earn one full unit of Wellesley credit.

Grading System

Students have the option of electing courses on a letter or nonletter grading system. At the beginning of the eighth week of a semester, students notify the Registrar and their instructor whether they plan to take a course for a letter grade or on the credit/noncredit basis. Credit is given to students who have earned a grade of C or better in the work of the course, thereby indicating satisfactory familiarity with the content of the course. If credit is not earned, the title of the course does not appear on the student's permanent record except that it is included in the total number of units attempted.

Examinations

An examination period occurs at the end of each semester. Within this period, students may devise their own examination schedules for the majority of courses. Examinations are scheduled for some art, music, science, and foreign language courses which require audiovisual equip-

ment. Special examinations are offered in September for admission to advanced courses without the stated prerequisites, and for exemption from required studies.

Transcripts and Grade Reports

Official transcripts may be ordered in writing from the Office of the Registrar. The request for a transcript should include the name and address of the person to whom the transcript is to be sent, the name by which the person was known as a student at Wellesley, and the years of attendance at the College. There is a charge of $2 for each transcript, and this fee should accompany the request. Transcripts may not be issued if student has an outstanding bill. Grade reports are mailed to students at the end of each semester.

Registration for Courses

All returning students must register in April for the courses they select for the fall semester, and in November for the spring semester. Upon returning to college at the start of each semester, the student will be issued a schedule card of her classes. All changes to this schedule must be recorded in the Registrar's Office by the end of the first week of classes. A student will not receive credit for a course unless she has registered for it, and a student who has registered for a course will remain registered unless she takes formal action to drop it. Each student is responsible for maintaining the accuracy of her registration by informing the Registrar's Office, in writing, of any changes made to it.

Any conflicts in scheduling must be reported to the Registrar's Office immediately. A student is not permitted to take a course if it conflicts with any other course on her schedule.

Adding or Dropping Courses

Add/Drop cards are available from the Registrar's Office during the first week of classes. A student may submit only one Add/Drop card, indicating on it any changes in her schedule. New courses must be added by the end of the first week of classes. A course may be dropped at any time through the last day of classes. Permission is required from the department chair or the major advisor if a student wishes to drop a course which affects the major. If a course is dropped, before the beginning of the eighth week of classes, it will not appear on a student's record. Students are advised to consult with their class dean when making any changes in their program.

Auditing Courses

A student who wishes to attend a class as a regular visitor must have the permission of the instructor. Auditors may not submit work to the instructor for criticism, and audited courses will not be considered for credit. An audited course does not appear on the transcript.

Acceleration

A few students complete all the requirements for the degree in less than the usual eight semesters. After two semesters at Wellesley, students who wish to accelerate should consult their class deans and then write a letter to the Academic Review Board, petitioning to fulfill the requirements in less than the normal period of time.

The petition should include the month and year in which the degree requirements will be fulfilled, and all units which will be counted toward the degree.

An accelerating student must maintain at least a C average at all times.

Leave of Absence

Recognizing that many students benefit educationally if they interrupt the normal sequence of four continuous years at Wellesley, the College has established a policy for temporary leaves of absence. Leaves may be taken for as short a period as one semester or as long as two years, and for a variety of reasons which may include study at another institution, work, travel, or other activities which meet personal needs. Application for leave of absence may be made to the Class Dean or Dean of Continuing Education after a student has completed at least one semester at Wellesley. First year students who have completed only one semester may remain on leave for a maximum of three semesters. A student who goes on leave of absence cannot remain in residence on campus more than 48 hours after the effective date of leave.

To obtain permission to spend the year at another institution as nonmatriculated students or guests, students submit a detailed plan to the class dean or advisor and, if a major has been chosen, to that department. The plan should list the course of study for the year and justify its relationship to the four-year program. Application for a leave of absence is due by April 1 for the fall semester and by December 1 for the spring semester. No more than eight units of credit taken during an academic year at another institution while a student is on leave may be counted toward the Wellesley degree.

Voluntary Withdrawal

Students who plan to withdraw must inform the class dean and sign an official withdrawal form. The official date of the withdrawal is the date agreed upon by the student and the Class Dean and written on the withdrawal card which is signed by the class dean. The withdrawal date is important in order to compute costs and refunds. (See Refund Policy p. 36.) Students who have officially withdrawn from the College cannot remain in residence on campus more than 48 hours after the effective date of withdrawal.

Required Withdrawal

The College reserves the right to require the withdrawal of any student whose academic work falls below its standards, who violates its rules and regulations or the rights of others, or whose continuing presence constitutes a risk to the health, safety, or general well-being of the College community or herself. In addition, the College may require the withdrawal of any student who fails to meet financial obligations to the College.

Readmission

A student who has withdrawn from the College and wishes to return should apply to the Office of the Class Deans for the appropriate forms. Readmission will be considered in the light of the reasons for withdrawal and reapplication, and in the case of resident students, available residence hall space. A nonrefundable fee of $15 must accompany the application form for readmission.

Special Academic Programs

The traditional four-year curriculum offered at Wellesley is expanded by many special academic programs. Some are administered by the College and some are programs run by other institutions in which Wellesley students may participate. Students may participate in some while in residence at the College; others involve living at other colleges or abroad for a semester or a year.

First Year Student Summer Enrichment Program

An academic program designed to facilitate the transition from secondary school to college is offered to approximately 30 members of the entering class who meet one or more program criteria. The month-long residential program includes noncredit courses in writing, quantitative methods, and study skills and also introduces students to dormitory life and the pleasures of the campus and its environs. The program is cost-free for participants.

First Year Student — Sophomore Colloquia

These courses are designed for first year students and sophomores to undertake concentrated study of a significant, well-defined topic. They offer students the opportunity to work in small groups in association with individual faculty members. They are similar to advanced seminars in method and approach in that they stress discussion, independent work, and oral and written presentations.

Cross-Registration Program with the Massachusetts Institute of Technology

A program of cross-registration for students at Wellesley and the Massachusetts Institute of Technology was officially inaugurated in 1968-69. The program allows students to elect courses at the other institution, and extends the diversity of educational experiences available in the curricula and in the environments of both.

A Wellesley student interested in exploring the possibilities of electing specific courses at MIT should consult the Exchange Coordinator, her department advisor, or the appropriate exchange program faculty advisor. Registration in MIT courses takes place each semester in both the Wellesley Registrar's Office and in the Exchange Office at MIT. Students electing to take courses at MIT must register at both institutions during an extended add-drop period each semester. A student will not receive credit for an MIT course unless she has registered properly for it at both MIT and Wellesley. Students must follow the instruction sheet carefully to ensure that they register for courses that are equivalent in credit to Wellesley courses.

Wellesley Double Degree Program

Wellesley offers a Double Degree Program which enables Wellesley students who are accepted to MIT as Transfer students to earn a B.A. degree from Wellesley and a S.B. degree from MIT over the course of five years. Students fulfill degree and major requirements at both institutions. Interested Wellesley students apply for transfer admission to MIT during the spring semester of their sophomore year. They are encouraged to consider any of the 23 courses of study offered at MIT but advised that access to a given department could at times be limited for transfer students. Wellesley applicants are subject to the same admissions criteria and financial aid policies used by MIT for all other college transfer applicants.

Accepted students do not enroll at MIT until they have completed their junior year at Wellesley. During this "bridge year" students are assigned major advisors at both institutions so that they can plan a program which will advance their work toward both degrees. During the fourth and fifth years students enroll at MIT. Our existing Wellesley/MIT Exchange permits cross-registration throughout the five year period; this enables students to integrate their two courses of study more completely.

Cooperative Program with Brandeis University

Wellesley has established an experimental cooperative program with Brandeis University. Students can register in a limited number of departments at the other institution. Wellesley students will be able to take courses at Brandeis in the following areas: Anthropology, Biology, Chemistry, Classical and Oriental Studies, Economics, Philosophy, Political Science (Politics), Russian, Spanish, Women's Studies, Psychology and Linguistics, Near Eastern and Judaic Studies, Theatre Arts and Legal Studies. Students need special permission to register for courses in departments other than those listed here. Courses must be approved by the relevant Wellesley department.

The Twelve College Exchange Program

Wellesley belongs to a consortium which includes Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wesleyan, Wheaton, and Williams. Two one-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, and the Williams Mystic Seaport Program in American Maritime Studies. Students in good standing may apply through the Office of the Exchange Coordinator for a semester or full academic year in residence at any of the member institutions. The number of places is limited and admission is competitive. Preference is given to students planning to participate in their junior year.

Students must request that transcripts be sent to the Registrar's Office to receive credit for work done away from Wellesley. Transcripts should be received by October 1 for summer and previous year course work and by March 1 for fall semester work.

The Wellesley-Spelman Exchange Program

Wellesley maintains a student exchange program with Spelman College in Atlanta, Georgia, a distinguished black liberal arts college for women.

The program is open to students in their junior or senior year. Students apply through the Office of the Exchange Coordinator.

The Wellesley-Mills Exchange Program

Wellesley maintains an exchange program with Mills College, a small women's college in Oakland, California, which has a cross-registration program with the University of California at Berkeley. Students apply through the Office of the Exchange Coordinator.

Study Abroad

Students may apply for admission for their junior year to programs and universities overseas, not only in Europe but in almost all parts of the world. By studying at respected universities in other countries, students gain new insights into the cultural wealth of other nations and a new perspective on their studies. Some scholarship money is available to students eligible for financial aid. The selection of recipients for awards is made early in the second semester of the sophomore year on the basis of academic qualifications and faculty recommendations. The amount of each individual award is determined according to need. Information about these awards may be obtained from the Office of Foreign Study.

The Office of Foreign Study helps students with individual plans for study abroad, for example, applications for direct enrollment as visiting students in British universities. Undergraduates with strong background in their majors may apply to the Foreign Study Committee for places at both Cambridge University and at Oxford University.

Wellesley College administers programs in Aix-en-Provence, France, and in Konstanz, West Germany and shares in the governance of a program in Córdoba, Spain. The College also participates in an exchange program with the Soviet Union and a program with Japan Women's University in Tokyo, Japan.

Students who are interested in spending the junior year abroad should consult their Class Dean and the Foreign Study Advisor, preferably during the first year, to ensure completion of Wellesley eligibility requirements. No more than eight units of credit may be earned at another institution during a one-year leave of absence.

Students must request that transcripts be sent to the Registrar's Office in order to receive credit for study done abroad. Transcripts should be received by October 1 for course work of the previous year and by March 1 for the fall semester.

Summer Study Abroad

Students planning summer study in foreign countries should consult the Office of Foreign Study. While Wellesley supports summer study, there are only a limited number of programs from which transfer credit will be accepted.

Wellesley awards Stecher Summer Scholarships for study of art. First consideration is given to applicants whose summer studies are related to honors projects approved for the senior year.

Waddell Summer Scholarships provide opportunities for students wishing to study in Africa or the Caribbean.

Applications for the Waddell and Stecher Scholarships require the support of the student's major department and a statement from the Director of Financial Aid showing what funds are needed to supplement the student's financial resources.

The Mayling Soong Summer Scholarship for study, either within the U.S. or abroad, of an East Asian language is available for sophomores and juniors who qualify for financial aid. Applications are available through the Special Events Office.

In addition, there are several funds to support students doing short-term internships, volunteer work or work in the ministry. These funds, excluding transportation, may be used overseas.

Summer Internships

The College sponsors a Washington Summer Internship Program which provides a unique opportunity for students to learn about the national government through direct participation in political activity. Interested juniors may apply for 16 available summer internships, in governmental and nongovernmental offices. Interns hold full-time jobs for ten weeks and also participate in evening seminars with guest speakers on governmental or political problems. Job assignments are made according to the interest of the student and the potential for learning. Recent assignments have included positions in congressional offices, in the Department of Justice, with the International Trade Administration, in the Office of the President, National Institute of Health, Women's Equity Action League, Smithsonian Public Affairs Office, and with a major broadcasting system. Salaries are offered in some of these positions; the College provides stipends for students who hold nonsalaried positions.

In addition, the Wellesley Urban Politics Summer Internship Program offers juniors the opportunity to focus on some of the dilemmas of contemporary urban life. Students participating in this program spend ten weeks working for government agencies or private organizations in Los Angeles. Interns attend seminars and other meetings designed to stimulate analytical thinking about politics, government institutions, and public policy-making. Interns receive a stipend from the College.

Academic Distinctions

To give recognition for superior or advanced work, either upon graduation or during the student's career, the College confers a number of academic distinctions.

Departmental Honors

Students who have shown marked excellence and an unusual degree of independence in their work may participate in the Honors Program, based on their record in the major field. Current legislation requires a 3.5 average in all work above Grade I in the major field. Students with exceptional qualifications whose averages fall between 3.5 and 3.0 also may be recommended by their departments. Normally students apply to their departments in the spring of their junior year. Under this program, an eligible student may undertake independent research or special study which will be supervised by a member of the faculty. In several departments, options for general examinations, special honors seminars, and opportunities to assist faculty in teaching introductory and intermediate level courses are available to honors candidates. The successful completion of the work and of an oral honors examination leads to the award of Honors in the major field.

Other Academic Distinctions

The College names to First Year Distinction those students who maintain high academic standing during the first year. Wellesley College Scholars and Durant Scholars are named at Commencement, based on academic records after the first year. Students with an honors average of 3.33 or higher graduate as Wellesley College Scholars cum laude; those with an average of 3.67 or higher are Durant Scholars magna cum laude; students with a 3.90 or higher average are Durant Scholars summa cum laude. For purposes of establishing honors, grade point averages are truncated to two decimal places.

Juniors and seniors are elected to membership in the Eta of Massachusetts chapter of Phi Beta Kappa on the basis of their total academic achievement in college. Seniors who are majoring in the sciences may be elected to associate membership in the Wellesley chapter of Sigma Xi.

On recommendation of the faculty, the trustees award the title of Trustee Scholar to four seniors who intend to pursue graduate studies. The awards are made on a competitive basis; the title is honorary. In cases of financial need, stipends are awarded to the Scholars or, if not required by them, to alternates who need financial assistance. Applications and supporting credentials should be sent to the Secretary to the Committee on Graduate Fellowships by December 1.

Certain prizes have been established at the College for the recognition of excellence in a particular field. The selection of the recipient is made by the appropriate academic department; each award carries a small stipend or gift and usually bears the name of the donor or the person honored.

Honors Awarded, 1989

In the Class of 1989, 115 students achieved the highest academic standing and were named Durant Scholars, 9 of those students were graduated summa cum laude, 106 were graduated magna cum laude; an additional 239 students won recognition as Wellesley College Scholars—cum laude for high academic achievement. The names of members of the Class of 1989 who were awarded other honors and prizes appear below.

Departmental Honors

Kathryn Ann Acerbo
Art History

Alejandra Arcelia Ajuria
Psychobiology

Julia Mary Alexander
Art History

D. Yvonne Allison
Philosophy

Joanne Merrill Attridge
Astronomy

Jennifer Gambrill Aydelott
Language Studies

Grace Sookyung Bai
Biological Sciences

Hannah Barrett
Studio Art

Mimmi Peterson Beck
English

Catherine Mornane Bogosian
History

Patricia Ann Botti
Chemistry

Julie Camilla Bretz
Philosophy

Tracey Alexandra Burr
Chemistry

Jill Irene Cairns
Biological Chemistry

Gloria Chen
Biological Chemistry

Tasneem Abbas Chipty
Economics

Adrienne Charles Classen
English

Kristen Lynn Coyle
Biological Sciences

Ruth Ann Crosby
Studio Art

Caroline Crothers
Art History

Lauren Christine Deichman
Philosophy

Anna Elizabeth Dodson
African Studies

Susan Elizabeth Doyle
Biological Sciences

Ellen Duffy
American Studies

Daphne Dwyer
Music

Nancy Bost Elliott
Chemistry

Tammy Anne Enos
Psychology

Eva Maria Foerg
Biological Sciences

Cherie Deon Foster
Biological Sciences

Cheryl Lynn Frodermann
Women's Studies

Linda Helene Genen
Chemistry

Maia Lee Gilbertson
History

Danna Nagelsmith Greenberg
Psychology

Jessica Catherine Hall
Biological Sciences

Tana Marliane Hartman
German

Beryl Ann Hoffman
Cognitive Science

Stephanie Hsieh
Biological Chemistry

Jane Fleming Huber
English

Margaret Mary Jenkins
Economics

Jennifer Lee Kahl
Political Science

Kim Marie Karmozyn
Architecture

Marie Christine Kerbeshian
Biological Sciences

Megan Mary Kerr
Mathematics

Rachel Paige King
English

Melissa Joy Krasnow
Chinese Studies

Zoya Kvitash
Biological Sciences

Angela Grace Lehman
Women's Studies

Lenore Aileen Levy
Psychology

Arlene Hui-Hsin Lien
Literature and Idealogy

Katherine Elizabeth Loda
Political Science

Christine Loh
Biological Chemistry

Dorothy Paulina Luethi
Studio Art

Mary Angela Maher
Philosophy

Laura Lynn McCord
Psychobiology

Carol Margaret McGee
Philosophy

Kristin Marie McGuire
Modern European Studies

C. Kailani Memmer
Sociology

Deborah Alison Meyers
Philosophy

Kathryn DuBois Miller
Medieval/Renaissance Studies

Elizabeth Ann Morin
Philosophy

Mary Elizabeth Paulk
Psychology

Sarah Peel
Biological Chemistry

Lisa Perella
Music

Sharon Elizabeth Perez
Biological Chemistry

Janet Howard Piehl
History

Barbara Eleanor Pierce
Spanish

Carrie Rebecca Portis
Economics

Laura Charlotte Powers
Medieval/Renaissance Studies

Stephanie Annemarie Putter
English

Susan Ann Ralston
English

Lisa Nadine Ramos
Religion

Alison Thorne Reed
Language Studies

Virginia Carol Reed
Chemistry

Lisa Anne Robinson
Studio Art

Elizabeth Jane Rosenkrantz
American Studies

Katrina Marie Russo
Psychobiology

Catherine Margaret Ryan
Biological Chemistry

Mina Lee Ryu
Biological Chemistry

Ratheany Sak Bun
Biological Chemistry

Dina Lynn Sallak
English

Jennifer Lynn Seise
Music

Tueng Shen
Chemistry

Mary Kathleen Sims
Music

Margot Catlin Sklar
American Studies

Barbara Ellen Smith
Mathematics

Lisa Anne Smith
Philosophy

Michelle Sara Spiro
Psychology

Elsa Ella Stanger
Religion

Janet Douglas Stemwedel
Chemistry

Heather Marie Stone
Political Science

Annmarie Margaret Terraciano
African Studies

Dahni Kiku Tsuboi
English

Lynnea Beth Villanova
Biological Sciences

Ann Louise Vollmann
French

Lukardis von Studnitz
Art History

Heidi Elaine Warriner
Physics

Amy Elizabeth Weaver
Political Science

Wendy Catherine Weber
English

Elizabeth Marie Wehner
English

Rebecca Lynn Winer
Medieval/Renaissance Studies

Kerri Lynne Workman
Mathematics

Ashley Paige Wuestefeld
Cognitive Science

Ina Zucker
English

Phi Beta Kappa Class of 1989

Julia Mary Alexander
Dana Elizabeth Ansel
Heidi Elizabeth Avery
Jennifer Gambrill Aydelott
Justine Nadja Bednarik
Elizabeth Cecile Bernatowicz
Irene Sze-Ken Chan
Tasneem Abbas Chipty
Kristen Lynn Coyle
Caroline Crothers
Lauren Christine Deichman
Anne Lorine Douglass
Melissa Ann Dunphy
Agatha Dzikiewicz
Nancy Bost Elliott
Krista Ann Endres
Eva Maria Foerg
Clare Carruthers Franklin
Karen Fujii
Martha Rose Goldberg
Tamara Golden
Leslie Carol Griffin
Alison McKee Groppe
Tana Marliane Hartman
Maia DeVere Heymann
Holly Sue Hickman
Beryl Ann Hoffman
Stephanie Hsieh
Margaret Mary Jenkins
Marie Christine Kerbeshian
Vrinda Khanna
Rachel Paige King
Melissa Joy Krasnow
Jeannette Tien-hwei Law
Lenore Aileen Levy
Christine Loh
Azmat Maskati
Kristin Marie McGuire
Krista Beth McQuade
Rakel Meir
Deborah Alison Meyers
Sally Newcomb Mills
Julie Christine Monteleone
Sarah Nelson
Rona Marie Neri
Lisa Perella
Mary Elizabeth Ann Ramsay
Susan Cynthia Robinson
Kristina Westlund Rosbe
Neisha Anne Saxena
Faith Avril Sedlin
Mary Kathleen Sims
Barbara Ellen Smith
Lisa Anne Smith
Melinda Ann Snider
Linda Sommers
Elsa Ella Stanger
Janet Douglas Stemwedel
Lynnea Beth Villanova
Ann Louise Vollmann
Amy Elizabeth Weaver
Elizabeth Marie Wehner
Pamela Laine Wible
Rebecca Lynn Winer
Loretta Yin
Jean Yuan

Sigma Xi Class of 1989

Alejandra Arcelia Ajuria
Psychology

Joanne Merrill Attridge
Astronomy

Grace Sookyung Bai
Biological Sciences

Kristin Adrienne Blais
Astronomy

Patricia Ann Botti
Chemistry

Tracey Alexandra Burr
Chemistry

Jill Irene Cairns
Biological Sciences

Rene Ann Chapados
Physiology

Gloria Chen
Chemistry

Adrienne Charles Classen
Chemistry

Kristen Lynn Coyle
Biological Sciences

Susan Elizabeth Doyle
Biological Sciences

Nancy Bost Elliott
Chemistry

Lisa Rae Engel
Astronomy

Eva Maria Foerg
Biological Sciences

Cherie Deon Foster
Biological Sciences

Linda Helene Genen
Chemistry

Danna Nagelsmith Greenberg
Psychology

Rula Habal
Sociology

Jessica Catherine Hall
Biological Sciences

Stephanie Hsieh
Chemistry

Marie Christine Kerbeshian
Biological Sciences

Megan Mary Kerr
Mathematics

Zoya Kvitash
Biological Sciences

Christine Loh
Biological Sciences

Laura Lynn McCord
Psychology

Maureen Ann O'Leary
Physics

Mary Elizabeth Paulk
Psychology

Sarah Peel
Biological Sciences

Sharon Elizabeth Perez
Biological Sciences

Mary Elizabeth Ann Ramsay
Astronomy

Virginia Carol Reed
Chemistry

Katrina Marie Russo
Psychology

Catherine Margaret Ryan
Biological Sciences

Mina Lee Ryu
Chemistry

Ratheany Sak Bun
Biological Sciences

Pamela Lynne Schwartz
Chemistry

Tueng Shen
Chemistry

Barbara Ellen Smith
Mathematics

Janet Douglas Stemwedel
Chemistry

Lynnea Beth Villanova
Biological Sciences

Heidi Elaine Warriner
Physics

Rebecca Peyton Webb
Astronomy

Trustee Scholarships

D. Yvonne Allsion
for graduate study in *Philosophy*

Tasneem Abbas Chipty
for graduate study in *Economics*

Atieno Alice Reggy
for graduate study in *Medicine*

Loretta Yin
for graduate study in *Philosophy*

Academic Prizes

The Academy of American Poets Prize is administered by the English Department for the Academy of American Poets. It is awarded each year for the best work of poetry by an undergraduate.
ANNE LOUISE SEATON

The Lucy Branch Allen Prize was given in 1934 by an anonymous friend in memory of Lucy Branch Allen of the Class of 1897, "to perpetuate the spirit of one who was endlessly generous; who loved everything that walks or flies, or scrambles in the world of out-of-doors; to whom the poetry of life was a perpetual joy." It is awarded in the field of Biological Sciences.
HUIE-LI VALERIE CHEN

The Alpha Kappa Delta Award for Distinction in Sociology
C. KAILANI MEMMER

The Adelaide Niles Belyea Prize in Botany was founded in 1974 and is awarded to a student who has exhibited general excellence in plant science.
JILL IRENE CAIRNS
RATHEANY SAK BUN

The Billings Performance Award in Music was a gift from the estate of Robert C. Billings in 1903. This award is given in recognition of an outstanding contribution to the community through the performance of music.
TERUKO MAKI
AVIVA ESTHER SEGALL

The Billings Prize in Music, was a gift from the estate of Robert C. Billings in 1903. The income provides a prize in recognition of excellence in music studies.
MARY KATHLEEN SIMS

The Ralph H. Bollard Prize for Distinction in American History was founded in 1961 by his daughter, Margaret Bollard Rogers '30 to promote more surely the knowledge of, and interest in United States History.
JANET HOWARD PIEHL

The Natalie V. Bolton Faculty Prize in Economics was established to honor the memory of this distinguished alumna. Its purpose is to encourage good scholarship and analytical ability in the field of economics.
JEAN YUAN

The Natalie V. Bolton Student Prize in Economics is awarded annually to the economics major designated by her peers as an outstanding economist.
SUZANNE DENISE LUND

The Maria Luisa Bombal Prize in Spanish in memory of the great Chilean novelist is awarded each year to a student who has distinguished herself in the field of Latin American Literature.
PAMELA LAINE WIBLE

The Dr. Bernice D. Brooks Prize is given in memory of Dr. Bernice D. Brooks, mother of Iris Jill Brooks '87. The award is established to honor distinguished academic achievement in, and personal commitment to, the study of Italian and Spanish language and culture.
MARY ANN PRENTAKIS

The Susan Lee Campbell Memorial Prize for Graduate Study in the Health Professions is given to a senior or alumna for professional training in health careers. She must exhibit strong motivation, academic achievement, leadership potential, an openness to new ideas and a sensitivity to her fellow human beings.
ATIENO ALICE REGGY

The Davenport Performance Prize for Acting was established in 1922 by George H. Davenport and is awarded to an undergraduate with an outstanding performance record in regular dramatic college production.
JANET ELIZABETH MARSH

The Johanna Mankiewicz Davis Fiction Prize was established in 1975 in her memory and is awarded for an outstanding work in fiction writing.
JENNIFER GAMBRELL AYDELOTT
MIMMI PETERSON BECK
SALLY NEWCOMB MILLS

The Deborah W. Diehl Prize for Distinction in History was established as a memorial by the friends and family of Deborah Diehl of the Class of 1973 to be awarded to the outstanding senior graduating in history chosen by vote of the faculty.
DEBRA JAN SOLOMON

The John Charles Duncan Prize in Astronomy
KRISTIN ADRIENNE BLAIS

The Isabelle Eastman Fisk Performance Prize for Acting
AMY MEREDITH LINKER

The Phyllis J. Fleming Prize for Distinction in Physics Established to honor Phyllis Fleming and recognize her commitment to Wellesley College and her generosity in giving so much of her time, interest and energy, and awarded by the Physics Department to a student in recognition of outstanding achievement.
MAUREEN ANN O'LEARY
HEIDI ELAINE WARRINER

The Jorge Guillen Prize in Spanish Studies is given in honor of the Spanish poet and Wellesley professor to a student who has excelled in Spanish studies.
MARTHA RACHEL COHEN
LINDA SOMMERS

The Barbara Barnes Hauptfuhrer Scholar Athlete Award is given to a member of the Senior class who best combines excellence in scholarship, leadership, sportsmanship and athletic achievement.
LINDA SOMMERS

The Jacqueline Award in English Composition was established by Eleanor and Rosamond Peck in memory of their sister Jacqueline of the Class of 1934.
MIMMI PETERSON BECK

The Dr. Leila C. Knox Prize Established in memory of Dr. Leila C. Knox by her family to recognize academic excellence and concern for fellow human beings.
ADRIENNE CHARLES CLASSEN

The Germaine Lafeuille Prize in French In honor of Professor Emeritus Germaine LaFeuille
AGATHA DZIKIEWICZ
ANN LOUISE VOLEMANN

The Hubert Weldon Lamb Prize Established in 1976 in the Music Department to honor the accomplishments of Wellesley composers, past and present, and thereby encourage composition as a field of endeavor on the part of present and future Wellesley students.
JENNIFER LYNN SEISE

The Lingos Prize in the Life Sciences is awarded to a student or students who have demonstrated both a marked aptitude for independent research and a depth of understanding of the Life Sciences.
KRISTEN LYNN COYLE
EVA MARIE FOERG
CHRISTINE LOH

The Katharine Malone Scholar is named each fall who truly embodies the educational ideal of Plato's Guardian.
LINDA SOMMERS

The Barnette Miller Foundation Prize in International Relations and Comparative Politics was established in 1980 as an essay contest in the field of international relations in the History and Political Science Departments to encourage interest and excellence in international relations studies.
JACKIE AQUINO SIAPNO

The Northeast Conference on the Teaching of Foreign Languages Award for Excellence in the Study of Spanish Language and Hispanic Culture recognizes excellence in the study of the Spanish language and Hispanic cultures.
KYRA ANN KIFTRYS
DIANE MARIE RUSSELL

The Mary White Peterson Prize in Biological Sciences was established in 1926 by the mother and husband of Mary White Peterson '08. It is awarded to a student "for evidence or promise, of exceptional ability to do independent work" in the field of Biological Sciences or Chemistry.
MARIE CHRISTINE KERBESHIAN

The Plogsterth Award in Art History was established by W. Thomas Plogsterth, whose daughter Ann is a member of the Class of 1965. The award is given perferably to a senior, for outstanding work in art history.
JULIA MARY ALEXANDER
JACQUELINE MUSACCHIO

Justina Ruiz-de-Conde Prize in Spanish was established in 1983 by her colleagues in the Spanish Department, her friends, and her former students to express their affection and admiration for her life-long dedication to fostering the love of Spanish culture. It is awarded each year to an outstanding student of Spanish studies.

LEIGH AUGUST GROSSMAN
MALIA MICHELE LE MOND

The Mayling Soong Foundation Prize is awarded annually for the best paper submitted by students on any aspect, ancient or modern, of the anthropology, art, economics, history, literature, philosophy, politics, religion, sociology of or scientific development in East or South Asia.

DEBORAH ALISON MEYERS

The Lewis Atterbury Stimson Prize in Mathematics was founded in 1920 by Miss Candace Stimson of the Class of 1892. It is awarded in memory of her father "because of his love of mathematics."

MEGAN MARY KERR
BARBARA ELLEN SMITH
KERRI LYNNE WORKMAN

The Studio Art Prize is awarded to encourage artists to pursue their work.

HANNAH BARRETT
DOROTHY PAULINA LUETHI

The Chun-Jen Tai Memorial Award for Essay Writing in Chinese was established by the late Helen T. Lin, Professor of Chinese at Wellesley College in memory of her father.

KAREN FUJII

The Wall Street Journal Student Achievement Award, established in 1973 by the Dow Jones Company is an annual award of a year's subscription to *The Wall Street Journal* presented by the Economics Department faculty to an outstanding senior.

KAREN CLAIRE BRENNAN
AMY LI-HWA LIN

The Woodrow Wilson Prize in Political Theory, Law and American Politics was founded by Phillips Bradley, Assistant Professor of History at Wellesley College from 1922 to 1925. The prize is awarded to a senior for an outstanding paper in modern politics.

AMY BETH GARCIA BOKOR

The Florence Annette Wing Prize in English is awarded for excellence in lyric poetry

JANE BRANDEN

The Natalie Wipplinger Prize in German was established in 1940 by former students of Miss Wipplinger, teacher of German at Wellesley College from 1904 to 1940. The prize is awarded to a junior or senior for outstanding work in German.

TANA MARLIANE HARTMAN

The Mary Ann Youngren Memorial Award in Critical Reading was established for Mary Ann Youngren, a former member of the Wellesley College English Department. In memory of her great gift and passion for fine reading, it is awarded to a graduating senior.

NINA DERYL DIAMOND
DINA LYNN SALLAK

Courses of Instruction

A semester course which carries one unit of credit requires approximately eleven hours of work each week spent partly in class and partly in preparation. The amount of time scheduled for classes varies with the subject from two periods each week in many courses in the humanities and social sciences to three, four, or five scheduled periods in certain courses in foreign languages, in art and music, and in the sciences. Classes are scheduled from Monday morning through late Friday afternoon.

Prerequisites are given in terms of Wellesley courses, exemption examinations, AP scores, and "admission units." Admission units refer to the secondary school credits acquired in various precollege courses.

First Year Student-Sophomore Colloquia (150 courses) Directions for Election

For a general description see page 60. The colloquia have no prerequisites, although some are open only to first year students. Each course counts as one unit, and may be elected to satisfy in part one of the distribution requirements. Since class sizes are limited, students ordinarily may not enroll in more than one of these courses. They may, however, apply for more than one, indicating their preference. If a course is oversubscribed, the chair or instructor, in consultation with the class dean, will decide which applicants will be accepted. In 1989-90 colloquia are offered by the Departments of Black Studies and History.

Legend

Courses numbered

100-199	Grade I courses
200-299	Grade II courses
300-399	Grade III courses
Units of Credit	Unless stated otherwise, a course is equal to one unit of credit
(1)	Offered in first semester
(2)	Offered in second semester
(1) (2)	Offered in both semesters
(1-2)	Continued throughout the academic year. Unless specifically stated, no credit is awarded unless both semesters are completed satisfactorily.
[ ]	Numbers in brackets designate courses listed only in earlier catalogs
(A)	Courses may be elected to fulfill in part the distribution requirement in Group A
(B)	Courses may elected to fulfill in part the distribution requirement in Group B^1 or Group B^2 as designated
(C)	Courses may be elected to fulfill in part the distribution requirement in Group C
A	Absent on leave
A1	Absent on leave during the first semester
A2	Absent on leave during the second semester
P	Part-time instructor

American Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Cain (English)*

The American Studies major seeks to understand the American experience through a flexible yet integrated program of study.

Eight courses are required for a minimum major, including two Grade III level courses. To ensure sufficient concentration in a single American field, at least four courses above the Grade I level must be elected in one department; and at least one of these must be a Grade III course. Majors must also complete American Studies 315 or 316, the required integrative seminar; it is recommended that majors elect this course in their junior or senior year.

Within this structure students are encouraged to explore the diversity of American culture, and the many ways to interpret it. Most courses at the College that are primarily American in content may be applied to the American Studies major.

315 (1) Seminar. American Studies

Topic for 1989-90: American Diaries, American Selves, American Scenes.

A literary, psychological, and historical reading of some notable American diarists. Probably among them: Samuel Sewall and Jonathan Edwards; Aaron Burr; Emerson, Thoreau, and Margaret Fuller; women diarists of the westward journey; Mary Boykin Chesnut; Alice James.

Mr. Rosenwald (English)

316 (2) Seminar. American Studies

Topic for 1989-90: Crisis in Black and White: American Race Relations, 1800-1980.

An inter-disciplinary exploration of race relations that draws upon texts, materials, and methods from literature, history, political science and law, education, black studies, and popular culture studies. Topics will include analysis and discussion of literature and ideology (Harriet Beecher Stowe and Richard Wright); acknowledged masterpieces of American literary and cultural history that dramatize racial tensions (Twain and Faulkner); styles and strategies of black leadership (Douglass, Washington, Malcolm X); film (Spielberg's "The Color Purple"); best-sellers (Alex Haley's "Roots"); debates in the historiography of slavery (Eugene Genovese, Stanley Elkins); and journalism (Lukas's "Common Ground," which examines the Boston school busing crisis of the 1970s).

Mr. Cain (English)

The following is a list of courses available that may be included in an American Studies major. If a student has a question about whether a course not listed here can count toward the major, or if she would like permission to focus her concentration on a topic (e.g., law) studied in more than one department, she should consult the Director.

Anthropology 210 (1)
Racism and Ethnic Conflict in the United States and the Third World

Anthropology 212 (2)
The Anthropology of Law and Justice. *Not offered in 1989-90. Offered in 1990-91.*

Anthropology 234 (2)
Urban Poverty

Anthropology 342 (1)
Seminar. Native American Ethnology

Art 231 (1)
Painting, Sculpture, and Architecture in the English North American Colonies and the United States to the Civil War

Art 232 (2)
Painting, Sculpture, and Architecture in the United States from the Civil War to World War II

Art 320 (1)
Seminar. Studies in American Art and Architecture. Topic for 1989-90: The Arts in 19th-Century Philadelphia.

Art 340 (2)
Seminar. Studies in American Art and Architecture. Topic for 1989-90: The Architecture of Richardson, Sullivan, and Wright, 1865-1915.

Black Studies 150 (1) (2)
a. (2)(B^2) The Internationalization of Black Power. *Not offered in 1989-90.*

b. (1)(A) Black Autobiography

c. (2)(A) The Harlem Renaissance

d. (2)(B^1) 1919: The Year of the New Negro. *Not offered in 1989-90.*

Black Studies 201 (1)(A)
The Afro-American Literary Tradition

Black Studies 203 (2)
Introduction to Afro-American Sociology. *Not offered in 1989-90.*

Black Studies 206 (2)(B^1)
Introduction to Afro-American History 1500 - Present

Black Studies 212 (2)(A)
Black Women Writers

Black Studies 214 (2)(B^2)
The Supreme Court and Racial Equality. *Not offered in 1989-90.*

Black Studies 215 (1)(B^2)
Introduction to Afro-American Politics

Black Studies 217 (1)
Black Family

Black Studies 221 (2)
Public Policy and Afro-American Interests. *Not offered in 1989-90.*

Black Studies 222 (1)(B^1)
Images of Blacks and Women in American Cinema. *Not offered in 1989-90.*

Black Studies 225 (1)(B^2)
Introduction to Black Psychology

Black Studies 230 (2)(B^2)
The Black Woman in America

Black Studies 266 (2)(A)
Black Drama. *Not offered in 1989-90.*

Black Studies 315 (2)
Seminar. Psychology of Race Relations

Black Studies 335 (2) (A)
Women Writers of the English-Speaking Caribbean. *Not offered in 1989-90.*

Black Studies 340 (2)(B^1)
Seminar. Afro-American History. Topic for 1989-90: Booker T. Washington, Marcus Garvey, and W.E.B. DuBois.

Black Studies 344 (1)(B^2)
Seminar. Interdisciplinary Perspectives in Black Family Studies. *Not offered in 1989-90.*

Economics 204 (2)
U.S. Economic History

Economics 234 (1)
Government Policy: Its Effect on the Marketplace

Economics 243 (1)
The Sexual Division of Labor. *Not offered in 1989-90.*

Education 206 (2) ($B^{1,2}$)
Women, Education, and Work. *Not offered in 1989-90.*

Education 212 (1)(B^1)
History of American Education

Education 214 (2)($B^{1,2}$)
Youth, Culture and Student Activism in Twentieth-Century America

Education 307 (2)(B^2)
Seminar. Law, Ethics, and Education. *Not offered in 1989-90.*

Education 312 (1)(B^1)
Seminar. History of Child Rearing and the Family

English 261 (2)
The Beginnings of American Literature

English 262 (1)
The American Renaissance

English 266 (1) (2)
Early Modern American Literature

English 267 (1) (2)
Late Modern and Contemporary American Literature

English 351 (2)
Advanced Studies in Modern Poetry: Technology and Modernism

English 363 (2)
Advanced Studies in American Literature. Topic for 1989-90: Literature and Biography: Hemingway and Wharton.

Extradepartmental 231 (2)
Classic American Sound Film

Extradepartmental 232 (2)
New Literatures: Lesbian and Gay Fiction in America

History 102 (1)
The American Experience

History 250
The First Frontier. *Not offered in 1989-90.*

History 251
The Age of the American Revolution. *Not offered in 1989-90.*

History 252
The United States in the Nineteenth Century. *Not offered in 1989-90.*

History 253 (1)
The United States in the Twentieth Century

History 255 (1) (2)
Intellectual History of the United States. *Only first semester offered in 1989-90.*

History 257 (2)
Women in American History

History 258 (2)
Freedom and Dissent in American History

History 259 (1)
The Making of Asian American Women: Gender and Ethnicity in Asian Immigration, 1850-1970

History 309
Social History of the United States, 1600-1850. *Not offered in 1989-90.*

History 310 (2)
Social History of the United States, 1877-1985

History 314
America in the Progressive Era. *Not offered in 1989-90.*

History 315
America in the 1960s. *Not offered in 1989-90.*

History 335 (2)
Seminar. Jefferson

History 336
Seminar. Hidden Bonds of Womanhood: Black and White Women in the South, 1930-1980. *Not offered in 1989-90.*

History 337 (2)
Seminar. The American Promised Land

History 339
Seminar. American Jewish History. *Not offered in 1989-90.*

History 340
Seminar. American Legal History. *Not offered in 1989-90.*

History 346
Seminar. China and America. The Evolution of a Troubled Relationship. *Not offered in 1989-90.*

History 353 (1)
The Immigrant Experience in America

Music 106 (1)
Afro-American Music. *Not offered in 1989-90.*

Philosophy 222 (2)
American Philosophy

Political Science 200 (1) (2)
American Politics

Political Science 210 (1)
Political Participation

Political Science 212 (2)
Urban Politics. *Not offered in 1989-90.*

Political Science 215 (1) (2)
Law and the Administration of Justice

Political Science 311 (1)
The Supreme Court in American Politics

Political Science 312 (2)
The Criminal Justice System

Political Science 313 (1)
American Presidential Politics. *Not offered in 1989-90.*

Political Science 314 (1)
Congress and the Legislative Process

Political Science 316 (2)
Mass Media and Public Opinion

Political Science 317 (2)
The Politics of Health Care. *Not offered in 1989-90.*

Political Science 318 (1)
Seminar. Conservatism and Liberalism in Contemporary American Politics. *Not offered in 1989-90.*

Political Science 320 (2)
Seminar. Inequality and the Law. *Not offered in 1989-90.*

Political Science 321 (1)
The United States in World Politics

Political Science 333 (2)
Seminar. Ethics and Politics

Political Science 334 (2)
Seminar. Presidential-Congressional Relations

Political Science 335 (2)
Seminar. The First Amendment. *Not offered in 1989-90.*

Political Science 336 (1)
Seminar. Women, the Family, and the State

Political Science 340 (2)
American Political Thought

Psychology 225
American Psychology in Historical Context. *Not offered in 1989-90.*

Religion 218 (1)
Religion in America

Religion 220
Religious Themes in American Fiction. *Not offered in 1989-90.*

Religion 221 (2)
Catholic Studies

Sociology 213 (1)
Law and Society. *Not offered in 1989-90.*

Sociology 215 (2)
Sociology of Popular Culture

Sociology 216 (1)
Sociology of Mass Media and Communications

Sociology 220 (1)
Urban Sociology. *Not offered in 1989-90.*

Sociology 311 (2)
Seminar. Family Studies. *Not offered in 1989-90.*

Spanish 210 (2)
Chicano Literature: From the Chronicles to the Present. *Not offered in 1989-90.*

Spanish 304 (2)
Hispanic Literature of the United States

Technology Studies 335 (2)
Seminar. Designing Policy and Technology for the Disabled. *Not offered in 1989-90.*

Women's Studies 222 (2)
Women in Contemporary Society: Different Ways of Knowing

Women's Studies 250 (2)
Asian Women in America

Women's Studies 316 (2)
Seminar. History and Politics of Sexuality in the United States

Women's Studies 320
Women and Health. *Not offered in 1989-90.*

Women's Studies 330 (2)
Seminar. Twentieth-Century Feminist Movements in the First and Third World

Anthropology

Professor: *Kohl, Shimony*

Associate Professor: *Merry (Chair), Bamberger[P], Manz[P]*

104 (1) (2) Introduction to Anthropology

This course introduces students to fundamental concepts in the analysis of human behavior and social life, beginning with a discussion of human evolution and the emergence of the family. Through a comparative study of tribal and peasant societies, variations in kinship, politics, economics, and religion are explored. Attention is also given to the cultural changes of these societies in the contemporary world. *Open to all students.*

Ms. Merry, Ms. Manz

106 (1) Introduction to Archaeology

A survey of the development of archaeology. The methods and techniques of archaeology are presented through an analysis of excavations and prehistoric remains. Materials studied range from early hominid sites in Africa to the Bronze Age civilizations of the Old World and the Aztec and Inca empires of the New World. Field trips to neighboring archaeological sites will be planned. *Open to all students.*

Mr. Kohl

200 (1) Current Issues in Anthropology

An examination of current controversial issues in anthropology. Topics covered will include Sociobiology, Race and Intelligence, Anthropological Interpretations of Malthus, the Culture of Poverty, and Neo-Colonialism. *Open to sophomores, juniors, and seniors without prerequisite, and to freshmen with previous anthropological experience, and by permission of the instructor. Not offered in 1989-90. Offered in 1990-91.*

204 (2) Physical Anthropology

The origin of humans as a sequence of events in the evolution of the primates. This theme is approached broadly from the perspectives of anatomy, paleontology, genetics, primatology, and ecology. Explanation of the interrelationship between biological and sociobehavioral aspects of human evolution, such as the changing social role of sex. Review of the human fossil record and the different biological adaptations of the polytypic species *Homo sapiens*. *Open to all students.*

Mr. Kohl

205 (1) Social Anthropology

A comparative approach to the study of social organization. Emphasis is placed on the influence of ecology and economy, and on the roles of kinship, marriage, politics, and religion in the organization of tribal societies. *Prerequisite: 104 or by permission of the instructor.*

Ms. Bamberger

210 (1) Racism and Ethnic Conflict in the United States and the Third World

A comparative view of racial and ethnic conflict in Western and non-Western societies, focusing on underlying social processes and barriers to intercultural communication. Topics for discussion include the history of American immigration, racial conflict in American neighborhoods, school busing, separatist movements, refugee problems, and the competition for subsistence in multi-ethnic nations. *Prerequisite: 104, or one unit in Sociology, Black Studies, Political Science, or Economics, or by permission of the instructor.*

Mrs. Shimony

212 (2) The Anthropology of Law and Justice

Cross-cultural examination of modes of resolving conflict, processes of social control, and mechanisms for constructing laws in the U.S. and non-industrial societies. The course will focus on war, peace, and conflict. It will examine the nature of law, legal and non-legal dispute resolution, and the imposition of law in colonial and post-colonial situations. Major topics include legal change and development, the role of the court in American communities, and court reform efforts such as the American dispute resolution movement. *Prerequisite: 104, or one unit in Political Science or Sociology, or by permission of the instructor. Not offered in 1989-90. Offered in 1990-91.*

234 (2) Urban Poverty

An anthropological analysis of urban poverty in the U.S. and the Third World. Cultural and structural interpretations of poverty. The strategies of the poor for coping with poverty. Ameliorating poverty as a problem in applied anthropology. *Prerequisite: 104, or one unit in Sociology, Political Science, Economics, or European History; open to juniors and seniors without prerequisite.*

Mrs. Shimony

242 (2) The Rise of Civilization

A comparative survey of the emergence of the Early Bronze Age civilizations in Mesopotamia, Egypt, the Indus valley, and Shang China, as well as pre-Columbian developments in Mesoamerica and Peru. The course will examine ecological settings, technologies, and social structures of the earliest complex urban societies. *Open to all students.*

Mr. Kohl

243 (1) Food Production: Origins and Development in the Old and New World

An examination of the beginnings of agriculture and domestication of animals in the Old and New World and a discussion of the causes and effects of the "neolithic revolution." A survey of traditional subsistence systems throughout the world, such as swidden agriculture, pastoral nomadism, and Asian wet-rice cultivation, and an examination of their effect on social development and structure. *Prerequisite: 104 or 106 or by permission of the instructor. Not offered in 1989-90.*

244 (1) Societies and Cultures of the Middle East

Comparative study of political, economic, and other social institutions of several major cultures of the Middle East. Traditionalism vs. modernization. International conflict in anthropological perspective. *Prerequisite: 104, or one unit in Political Science, Economics, Sociology, or History. Mr. Kohl*

246 (1) Societies and Cultures of Central America and the Caribbean

A survey of the tribal, rural, and urban peoples of Central America and the Caribbean with attention to their histories and current social conditions. Topics include ecology and village economies, male/female roles, race and social class, religious groups and mass movements, and current regional conflicts. Attention also will be given to current political developments and human rights issues in Central America. *Prerequisite: same as 244. Not offered in 1989-90.*

247 (2) Societies and Cultures of the Soviet Union

A survey of the non-Russian, largely non-European peoples of the Soviet Union (particularly ethnic groups in Transcaucasia, Central Asia, and Siberia). Nationality policies and issues in the Soviet Union will be introduced. Attention also will be given to the study of native groups and practices by Soviet ethnologists, as well as theoretical issues in Soviet anthropology. *Prerequisite: same as 244. Not offered in 1989-90. Offered in 1990-91.*

Mr. Kohl

248 (2) African Cultures in Modern Perspective

A survey of the ethnological background and an analysis of cultural transformations of African institutions. Topics covered will include racial and ethnic conflict, stratification, leadership, militarization, economic modernization, and cult formation. Emphasis on West and South Africa. *Prerequisite: same as 244. Not offered in 1989-90. Offered in 1990-91.*

Mrs. Shimony

269 (2) The Anthropology of Gender Roles, Marriage and the Family

An examination of the variations in gender roles and family life in several non-Western societies. Comparisons of patterns of behavior and belief systems surrounding marriage, birth, sexuality, parenthood, male and female power, and masculine and feminine temperament in non-Western and Western societies. Emphasis on the ways kinship and family life organize society in non-Western cultures. *Open to all students.*

Ms. Merry

275 (1) Technology and Society in the Third World

Examination of the social and political implications of the transfer of technology from the industrial North to Third World societies. We will begin with an historical overview of the role of technology in the encounter between Europeans and agricultural and foraging peoples since the fifteenth century. The course will focus on the impact of the introduction of both simple and complex technologies in the contemporary world. Topics to be discussed include the use of small-scale technologies in development, the Green Revolution in agriculture, women and development, industrial technologies and major accidents such as Bhopal, India, and the emergence of a culture of technology and technological modes of thinking. *Prerequisite: one unit in Technology Studies, Anthropology or Sociology, or two units in another social science or in the physical sciences. Not offered in 1989-90. Offered in 1990-91.*

Ms. Merry

301 (2) Anthropological Theory

Historical landmarks of anthropological thought. Examination of current evolutionary, functional, and symbolic theories of culture. Discussion of the relationship between personality and culture. Problems of method in anthropology. *Prerequisite: 104 and one Grade II unit, or by permission of the instructor.*

Mrs. Shimony

308 (1) Seminar for Materials Research in Archaeology and Ethnology

Seminar-laboratory subject offered at MIT by the Center for Materials Research in Archaeology and Ethnology. Role of materials and technologies in the development of ancient societies; major focus on scientific analysis of archaeological artifacts and ecofacts. *Open by permission of the instructor.*

Ms. Lechtman (MIT)

317 (1) Economic Anthropology

Analysis of economic structures of non-Western societies in relation to our industrial capitalistic system. Concentration on substantive issues in economic anthropology, such as the debate on the applicability of formal economic theory to simpler societies, the nature and importance of the economic surplus, and problems of scarcity and development. *Prerequisite: 104 and one Grade II unit in Anthropology, or Economics, or Sociology, or by permission of the instructor. Not offered in 1989-90.*

Mrs. Shimony

318 (2) Social Theories and Models of the Past

An examination of the social theories that have inspired prehistorians, historians, and historical sociologists/anthropologists. Various speculative philosophers of history (e.g. Vico, Marx) and classical sociological and anthropological schools (e.g. evolutionism, Weberian historical sociology), which attempt to define large-scale historical patterns, will be briefly reviewed. Contemporary macro-historical and major prehistoric studies will be analyzed to determine how the compilation and presentation of data have been guided implicitly or explicitly by specific social theories. Readings will include selections from Abrams, Adams, Anderson, Braudel, Childe, Wallerstein, and Wolf. *Not offered in 1989-90. Offered in 1990-91.*

Mr. Kohl

342 (1) Seminar. Native American Ethnology

Selected topics concerning Native Americans today. Ethnographic review of North American cultures. Problems of tribal and urban Indian communities, ethnic conflicts, the impact of recession, sovereignty and legal questions. Native Americans in literature and art. *Prerequisite: 104 and one Grade II unit in Anthropology, or Sociology, or Political Science, or by permission of the instructor.*

Mrs. Shimony

346 (2) Colonialism, Development and Nationalism: The Nation State and Traditional Societies

Examination of the impact of modern national political systems on traditional societies as these are incorporated into the nation state. Focus on the nature of development, colonialism, and dependency and the implications for cultural minorities, technologically simple societies, peasant populations, and the urban poor. Topics related to an understanding of the impact of world capitalism on indigenous peoples will be covered. *Prerequisite: two Grade II courses in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor. Not offered in 1989-90.*

Ms. Merry

347 (2) Human Rights Issues in Central America

Anthropological perspectives on contemporary human rights issues in Guatemala, El Salvador, Honduras, and Nicaragua. Examination of ethnic and class conflicts, displacements of indigenous peoples, scorched earth policies, and death squad activities and their relation to contemporary political developments in the region. *Prerequisite: two Grade II courses in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor.*

Ms. Manz

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360

Cross-Listed Courses

For Credit

Language Studies 114 (1)

Introduction to Linguistics

Peace Studies 259 (2)

Peace and Conflict Resolution

Directions for Election

Majors in anthropology must take eight courses (which may include courses from MIT's anthropology offerings), of which 104 and 301 are obligatory. In addition, at least one "methods" course is strongly suggested. Preferably this should be calculus or statistics in the mathematics department, or a computer science course, but it may also be the methods course offered by economics, psychology, or sociology (depending on the particular need and interest of the student).

Students who wish a minor in Anthropology must take five courses: 104 or 106, two 200-level courses, and two 300-level courses. Students are encouraged to choose at least one ethnographic area course and at least one course which focuses on a particular theoretical problem. 205 is recommended but not required.

Architecture

AN INTERDEPARTMENTAL MAJOR

Directors: *Friedman, Harvey*

A major in architecture offers the opportunity for study of architectural history and practice through an interdisciplinary program. Following Vitruvius' advice on the education of the architect, the program encourages students to familiarize themselves with a broad range of subjects in the humanities, sciences, and social sciences. Students may also elect courses in studio art, mathematics, and physics which lead to appreciation of the principles of design and the fundamental techniques of architecture.

Although courses at MIT are not required for the major, the MIT-Wellesley exchange provides a unique opportunity for students to elect advanced courses in design and construction. Students are also encouraged to consider travel or study abroad as important aspects of their education in architecture, and to take advantage of the wide resources of the College and the Department of Art in pursuing their projects.

Each student designs her program of study individually in consultation with the directors. Majors are advised to take Art 100 (or 215/216) and Art 105. In addition, four courses above the Grade I level and two Grade III courses must be taken in the Department of Art. At least three of these Art courses (including one at Grade III level) must be taken at Wellesley College.

Students may include selections from the list below in their core programs.

History of Art

Art 100 (1-2)
Introductory Course

Art 203 (2)
Cathedrals and Castles of the High Middle Ages

Art 215 (1)
Introduction to the History of Art I

Art 216 (2)
Introduction to the History of Art II

Art 228 (2)
Nineteenth- and Twentieth-Century Architecture

Art 229 (1)
Renaissance and Baroque Architecture. *Not offered in 1989-90.*

Art 231 (1)
Painting, Sculpture and Architecture in the English North American Colonies and the United States to the Civil War

Art 232 (2)
Painting, Sculpture and Architecture in the United States from the Civil War to World War II

Art 233 (1)
Domestic Architecture and Daily Life. *Not offered in 1989-90*

Art 234 (1)
Paris: Capital of the Nineteenth Century. *Not offered in 1989-90*

Art 235 (2)
Landscape and Garden Architecture

Art 254 (1)
Urban Form: Medieval, Renaissance, and Baroque. *Not offered in 1989-90.*

Art 309 (1)
Seminar. Problems in Architectural History. Topic for 1989-90: Women Architects and Clients.

Art 320 (1)
Seminar. Studies in American Art and Architecture. Topic for 1989-90: The Arts in 19th-Century Philadelphia.

Art 330 (1)
Seminar. Renaissance Art in Venice and in Northern Italy. Topic for 1989-90: Venice and Milan: Bellini and Leonardo.

Art 332 (2)
Seminar. The Thirteenth-Century King as Patron. *Not offered in 1989-90.*

Art 333 (2)
Seminar. The High Baroque in Rome

Art 340 (2)
Seminar. Studies in American Art and Architecture. Topic for 1989-90: The Architecture of Richardson, Sullivan and Wright.

Studio Art

Art 105 (1) (2)
Drawing I

Art 205 (2)
Materials and Techniques of Sculpture. *Not offered in 1989-90.*

Art 206 (2)
Drawing II

Art 207 (1)
Sculpture I

Art 209 (1) (2)
Basic Two-Dimensional Design

Art 213 (1) (2)
Basic Three-Dimensional Design

Art 307 (2)
Sculpture II

Art 316 (1)
Life Drawing

Art 317 (1)
Seminar. Problems in the Visual Arts. *Not offered in 1989-90.*

MIT

4.01 (1) (2)
Issues in Architecture

4.26 (2)
Built Form Observation

4.125 (1)
Design Studio Level I (2 Wellesley units)

4.126 (2)
Design Studio Level II (2 Wellesley units)

4.402J (1)
Basic Building Construction

Mathematics

Mathematics 115 (1) (2)
Calculus I

Mathematics 116 (1) (2)
Calculus II

Physics

Physics 104 (1)
Basic Concepts in Physics I

Physics 107 (1) (2)
Introductory Physics I

Theatre Studies

Theatre Studies 206 (2)
Design for the Theatre. *Not offered in 1989-90.*

Art

Professor: *Armstrong, Clapp, Fergusson, Harvey, Marvin*[A], *O'Gorman, Rayen*[A2], *Wallace*

Associate Professor: *Carroll, Friedman (Chair)*

Assistant Professor: *Bedell*[P], *Berman, Black*[P], *Dorrien, Geary*[P], *Gomez, Higonnet, Kellum*[P], *Kernan*[P], *Rhodes*[P], *Ribner, St.Laurent*[P], *Spatz-Rabinowitz, Swift*

Lecturer: *DeLorme*[P]

The Department of Art offers majors in the history of art, architecture, studio art, and art history and studio combined and minors in the history of art and studio art. Some of the courses in art history include studio laboratories, since the department believes that laboratory training has great value in developing observation and understanding of artistic problems. However, no particular artistic aptitude is required for these laboratories and the laboratory work is adjusted to the student's ability.

Stecher Scholarships are available to qualified students for the study of art abroad during the school year, Wintersession, or the summer.

History of Art

100 (1-2) Introductory Course

A foundation for further study in the history of art. The major styles in Western architecture, sculpture, and painting from ancient Egypt to the present are presented in lectures and in conference sections. Some consideration of the sculpture and painting of Asia is included. Simple laboratory work requiring no previous training or artistic skill gives the student a greater understanding of artistic problems. One unit of credit may be given for 100 (1), but 100 (2) cannot be taken without 100 (1). *Open only to first year students and sophomores.*

The Staff

200 (1) Classical Art

Topic for 1989-90: Roman Art. A survey of the arts of Imperial Rome. Principal focus on the period from Augustus to Constantine. Architecture, sculpture, and painting; the function of art in Roman society; the nature of Roman taste; and the influence of Roman art on later Western art. Topic for 1990-91: Greek Art. *Open to sophomores, juniors and seniors who have taken 100 (1), or 215, or by permission of the instructor.*

Ms. Kellum

201 (2) Egyptian Art

A survey of Egyptian architecture, sculpture, painting and minor arts from 3000 to 31 B.C. The course will trace historically the development of ancient Egyptian Art in its cultural context. Readings from contemporary Egyptian sources in translation. *Open to sophomores, juniors, and seniors, and to first year students who have taken 100 (1). Not offered in 1989-90.*

Ms. Marvin

202 (1) Medieval Art

Topic for 1989-90: Art and Architecture from the Catacombs to Charlemagne. Beginning tentatively in the catacombs, Christian art and architecture developed with extraordinary assurance during the dying days of the Roman Empire, spurred in part by the state and then by the church. This development forms the basis to observe the brilliant flowering of mosaic art in Ravenna, to study the growth of monastic culture in the distant, holy islands of the north like Iona and Lindisfarne (where such objects as the Book of Kells were made), and to witness the synthesis of Mediterranean and northern artistic traditions in the revived court of the Frankish King and Roman Emperor, Charlemagne, and of his successors. *Prerequisite: 100 (1) - 215, or by permission of the instructor.*

Mr. Fergusson

203 (2) Cathedrals and Castles of the High Middle Ages

A study of the major religious and secular buildings of the Romanesque and Gothic periods with emphasis on France and England. Attention will be given to the interpretation and context of buildings and to their relationship to cult, political and urban factors. Occasional conferences. *Open to all students.*

Mr. Fergusson

211 (2) African Art

A survey of the major artistic traditions of West and Central Africa. The course begins with an introduction to the history of the study and appreciation of African art in Europe and America. The focus will then be on ancient African arts, art and gender, and the arts of the masquerade. Several case studies conclude the overview. Museum visits to the Harvard Peabody Museum, the Metropolitan, the Center of African art in New York, and a visit of a local private collection.

Ms. Geary

215 (1) Introduction to the History of Art I

The major movements in architecture, sculpture, and painting from ancient Egypt through the Renaissance with some consideration of the sculpture and painting of Asia. Students attend lectures and conferences with Art 100. Reading and paper assignments differ from those of 100. *Open only to juniors and seniors who have not taken 100.*

The Staff

216 (2) Introduction to the History of Art II

Western art from the Renaissance to the present with emphasis on painting, sculpture, and architecture. Students attend lectures and conferences with Art 100. Reading and paper assignments differ from those of 100. *Prerequisite: same as for 215.*

The Staff

219 (1) Nineteenth-Century Art

History of Western European visual culture in the nineteenth century. Concentration on painting's rise to predominance and on its relationship to social issues and to other art forms: photography, prints, ethnographic art and urban design. Course requirements emphasize critical reading and address problems of writing about visual material. *Open to sophomores who have taken Art 100 (1) and (2), by permission of the instructor to first year students who are taking Art 100, and to juniors and seniors without prerequisite.*

Ms. Higonnet

220 (1) Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

A study of Italian and Spanish painting and sculpture from early Mannerism through the Baroque. Among the principal artists studied are Michelangelo, Il Rosso Fiorentino, Pontormo, Parmigianino, Tintoretto, El Greco, the Carracci, Caravaggio, Bernini, Pietro da Cortona, Ribera, Velasquez. *Open to sophomores who have taken 100 (1) and (2), and to juniors and seniors without prerequisite.*

Mr. Wallace

221 (2) Seventeenth-Century Art in Northern Europe

Dutch and Flemish painting of the seventeenth century, with emphasis on Rubens, Hals, Rembrandt, and Vermeer. *Prerequisite: same as for 220. Not offered in 1989-90.*

Mrs. Carroll

223 (2) The Decorative Arts

Topic: The Taste of France. A study of the taste which shaped the interiors of French town houses and châteaux from the end of the Middle Ages to the 20th century. Topics include architecture, furniture, porcelain, silver, painting, sculpture, tapestries, and garden design, all of which contributed to the settings created for the display of monumental art. English interiors of the Palladian and Adam periods, including those of leading English cabinetmakers, are also considered. *Open to all students.*

Mrs. DeLorme

224 (2) Modern Art

A survey of modern art from its roots in the late nineteenth century to the 1980s, including Symbolism; Cubism and its Affinities; Fauvism and Expressionism; Abstract Art in Holland, Germany, and Russia; Dada and Surrealism; Abstract Expressionism and Post-War developments. Although primarily a history of painting and sculpture, the course will also examine allied developments in architecture, functional design and decorative arts. *Open to students who have taken Art 100,216, Art 105 or by permission of instructor.*

Ms. Berman

226 (2) History of Photography

Survey of European and American nineteenth- and twentieth-century photography in terms of both technical developments and broader aesthetic currents. While monographic treatment will be given to such important figures as Cameron, Atget, Stieglitz and Moholy-Nagy, broader issues, including the history of photographic criticism, will be examined. *Prerequisite: 100,216, 108, or permission of instructor. Not offered in 1989-90.*

Ms. Berman

228 (2) Nineteenth- and Twentieth-Century Architecture

A survey of the major movements in architecture in Europe and the United States from Neoclassicism to the present. *Open to all students.*

Mr. Rhodes

229 (1) Renaissance and Baroque Architecture

A survey of architecture in Europe from 1400 to 1750 with particular emphasis on Italy. *Open to all students. Not offered in 1989-90.*

Mr. Rhodes

231 (1) Painting, Sculpture and Architecture in the English North American Colonies and the United States to the Civil War

A survey of the visual arts of the United States from their colonial origins to the third quarter of the nineteenth century with special reference to political, social, and literary parallels.

Mr. O'Gorman

232 (2) Painting, Sculpture and Architecture in the United States from the Civil War to World War II

A survey of the visual arts of the United States from the 1860s to the 1940s with special reference to political, social, and literary parallels.

Mr. O'Gorman

233 (1) Domestic Architecture and Daily Life

A survey of European and American houses, their design and use from the late Middle Ages to the present. Economic and social conditions will be stressed, with particular attention to changes in family structure and the role of women. The use of rooms and furnishings will also be discussed. *Open to all students. Not offered in 1989-90.*

Ms. Friedman

234 (1) Paris: Capital of the Nineteenth Century

A course on Paris and its role in the nineteenth century. Topics include: avant-garde art movements (particularly Impressionism), urban design, fashion and the Parisian politics of revolution. *Open to all students. Not offered in 1989-90.*

Ms. Higonnet

235 (2) Landscape and Garden Architecture

An examination of the major formal and ideological developments in landscape and garden architecture from the Middle Ages to the present day, with particular emphasis on the nineteenth and twentieth centuries. Visits to local landscapes and gardens in the Spring. *Open to all students.*

Mr. Fergusson

246 (2) The Arts of India

The arts of greater India. A history of the plastic arts of the Buddhist and Hindu religions in India, Nepal, Tibet, and Indonesia. Sculpture and painting will be treated where possible in their original architectural settings. Special attention will be given to the religious symbolism of the images and buildings. The survey will extend to the formation of Mughal painting and architecture and the development of painting

in the native Indian schools of Pahari and the Deccan. Study of and papers on the collections of the Boston Museum of Fine Arts and the Sackler Museum. *Open to all students.*

Ms. Clapp

247 (1) Islamic Art and Culture

A survey of Islamic art and culture beginning with its formation in the seventh century and continuing through the early twentieth century. For the early period, the focus will be on the historical and philosophical development of Islamic art from the diverse cultural and artistic traditions in which it originated. For the later period, the focus will be on the art and architecture of the Ottoman Empire, Persia, and India. Museum visits to the Sackler, BMFA, and Metropolitan will complement course material. *Open to all students. Not offered in 1989-90.*

Ms. St. Laurent

248 (1) Chinese Art

Topic for 1989-90: A study of the themes and styles of Chinese painting with special attention to the expression of Chinese philosophical and social ideals. The course will examine the magical and political function of early figure painting, the conquest of naturalism in the classical art of the Sung dynasties, and the scholars' painting of the later dynasties. Study of and visits to the collections of the Boston Museum of Fine Arts and Sackler Museum. Not open to students who have taken 248M. *Open to all students.*

Mrs. Clapp

248M (1) The Arts of China from the Neolithic to the Eighteenth Century

The Arts of China will examine chronologically the major cultural and aesthetic ideals of Chinese civilization as they are reflected in the plastic arts. The Neolithic and Bronze ages will be studied through their characteristic art forms of ceramics, jade implements, and ritual vessels; Buddhist thought in China through its sculpture and the painting of the Ch'an school. Secular painting will be traced from its beginnings in the Han to its classical periods in the T'ang and Sung dynasties, thence to the humanistic art of the literati in the late imperial age. Discussion groups will concentrate on formal analysis of and interpretation of meaning in selected works of art. Visits to and papers on the collections of the Boston Museum of Fine Arts and the Sackler Museum, Harvard. Taught at MIT. Meets HASS-D requirement at MIT for MIT students. Not open to students who have taken 248. *Open to all Wellesley and MIT students.*

Mrs. Clapp

249 (2) Japanese Art

Not offered in 1989-90. Offered in 1990-91.

Ms. Clapp

250 (1) From Giotto to the Art of the Courts: Italy and France, 1300-1420

Topics to be explored are: the great narrative tradition in Italian painting and sculpture—Giotto, Duccio, and Giovanni Pisano, the Sienese painters Simone Martini and the Lorenzetti in the context of the Italian medieval city state; the reaction of artists to the Black Death of 1348; French manuscript painting under Valois patronage, especially the Limbourg Brothers and Jean, Duc de Berry. Visits to Rare Book Collections are planned. *Open to sophomores who have taken 100 (1) and to juniors and seniors without prerequisite.*

Ms. Armstrong

251 (2) Italian Renaissance Art

Painting and sculpture in Italy in the fifteenth and early sixteenth centuries. Topics included in this survey are: the formation of the Early Renaissance style by Masaccio, Donatello, Ghiberti and Luca della Robbia; the spread of the Renaissance outside of Florence by Piero della Francesca, Mantegna and Bellini; Medici patronage of Uccello, Pollaiuolo and Botticelli; the development of the High Renaissance style by Leonardo, Raphael, and Michelangelo. *Prerequisite: Open to sophomores who have taken Art 100 (1 or 2) and to juniors and seniors without prerequisite.*

Ms. Armstrong

254 (1) Urban Form: Medieval, Renaissance, and Baroque

The course surveys the history of urban form from antiquity to the 18th century with emphasis on medieval and Renaissance urban phenomena in Italy, France, and Germany. Topics include: introduction to Greek and Roman city planning; medieval town types such as market towns, cathedral towns, and planned "new towns"; medieval Siena and its public art; Italian Renaissance architectural theory and practice in relation to the city; Renaissance and Baroque innovations in Italy and France. *Open to sophomores who have taken 100 (1 or 2), or a 200-level course in Medieval or Renaissance art; to juniors and seniors without prerequisite; or by permission of the instructor. Not offered in 1989-90.*

Ms. Armstrong

304 (1) Seminar. Problems in Italian Renaissance Sculpture

The seminar will consider problems of patronage, style, iconography and technique in the work of selected Italian Renaissance sculptors, including Ghiberti, Donatello, Verrocchio, Michelangelo, Cellini and Giovanni Bologna. Sessions dealing with works in the Boston Museum of Fine Arts and in the Wellesley College collections will be arranged. *Prerequisite: open to students who have taken Art 251, Art 220; or juniors and seniors who have already completed two units in history of art at the 200 or 300 level; or by permission of the instructor. Not offered in 1989-90.*

Ms. Armstrong

305 (1) The Graphic Arts

A history of prints and visual communication from the time of Gutenberg to the present. Among the master printmakers studied will be Dürer, Parmigianino, Rembrandt, Ribera, Hogarth, Goya, Gauguin, Munch and Picasso. There will be slide lectures with class discussion, careful study of original prints in the Wellesley College collections, and frequent field trips to public and private collections. Laboratory required. *Open to sophomores, juniors and seniors who have had at least one 200-level art course involving the history of painting.*

Mr. Wallace

309 (1) Seminar. Problems in Architectural History

Topic for 1989-90: Women Architects and Clients. This seminar will examine domestic and institutional architecture built by and for women, together with an analysis of social history, especially women's roles in the family and public life. *Prerequisite: Art 228 or by permission of the instructor.*

Ms. Friedman

311 (1) Northern European Painting and Printmaking

Painting and printmaking in Northern Europe from the late fourteenth through the sixteenth centuries. Emphasis on Jan van Eyck, Rogier van der Weyden, Bosch, Dürer, and Pieter Bruegel the Elder. *Open to sophomores, juniors and seniors who have taken or are taking one Grade II unit in the history of art, or in MedievalRenaissance Studies or by permission of the instructor.*

Mrs. Carroll

312 (2) Problems in Nineteenth-Century Art

Topic for 1989-90: Impressionism. A lecture course on Impressionist painting. Issues will include the movement's origins, participants, techniques, cultural context, influence, and market. Assignments emphasize close analysis of paintings in local collections and mastery of recent scholarship. *Prerequisite: 219, 224, or 234; Art 100 plus History 243; or junior year abroad in France.*

Ms. Higonnet

320 (1) Seminar. Studies in American Art and Architecture

Topic for 1989-90: The Arts in 19th-Century Philadelphia. During the last century Philadelphia lost its position as political and financial capital of the country, but it maintained its role as artistic center from the era of Charles Willson Peale (1741-1827) to that of Thomas Eakins (1844-1916). This course will examine the visual arts — primarily painting, but also sculpture, architecture, etc. — of the city during its ascendancy and decline. Reading, lectures, research paper and oral presentation. A long weekend trip to the city with visits to museums and buildings will be an integral part of the course. *Limited to twelve students. Prerequisite: Art 231, 232, 219 or by permission of the instructor.*

Mr. O'Gorman

330 (1) Seminar. Renaissance Art in Venice and in Northern Italy

Topic for 1989-90: Venice and Milan: Bellini and Leonardo. Art, history, and culture in Renaissance Venice and Milan. The works of Giovanni Bellini of Venice (ca. 1430-1516) and Leonardo da Vinci (1452-1519) who spent most of his productive life in Milan, will be stressed. Both artists begin as Early Renaissance painters and became creators of the High Renaissance style. Other topics will include Leonardo's scientific activities; patronage in the Sforza court of Milan and in the oligarchical Republic of Venice; architecture and urban planning, and early printing. Sessions on Renaissance music and history by other members of the faculty will be included. *Designated seminar for Medieval/Renaissance studies majors. Prerequisite: Any 200 or 300 level course in Medieval, Renaissance, or Baroque art or history, or by permission of the instructor.*

Ms. Armstrong

331 (2) Seminar. The Art of Northern Europe

Topic for 1989-90: Gender and Power. The seminar will consider a series of works dating from the 15th through the 20th centuries in relation to contemporary notions regarding sex, gender and power. The

premise for our investigation of works by Van Eyck, Rubens, de Hooch, Watteau, Manet, and Picasso, among others, is that at a given historical moment, figurations of sexual and domestic relationships serve as paradigmatic expressions of political and economic beliefs. Thus while undertaking close formal and iconographic analyses of these works, we will also be reading contemporary political and social theorists (Machiavelli, Locke, Rousseau, Marx). *Prerequisite: 100,216 or permission of the instructor*

Ms. Carroll

332 (2) Seminar. The Thirteenth-Century King as Patron

Not offered in 1989-90.

Mr. Fergusson

333 (2) Seminar. The High Baroque in Rome

Topic for 1989-90: The Art and Architecture of Gian Lorenzo Bernini, Francesco Borromini and Pietro da Cortona. *Prerequisite: 220 or permission of the instructor.*

Mr. Wallace

334 (2) Seminar. Archaeological Method and Theory

Not offered in 1989-90.

Ms. Marvin

335 (1) Seminar. Problems in Modern Art

Topic for 1989-90: Modern Art and National Identity. This seminar will focus on the issue of nationalism and the definitions of early Modernism from the 1890s through World War II. The relationship between vanguard art and national ideology will be addressed through the examination of pan-European theories of decoration (*Art Nouveau*) and the genesis of "national schools" in the U.S. and Europe. The implications of historical revival styles will also be examined. *Open by permission of the instructor.*

Ms. Berman

336 (2) Seminar. Museum Issues

An investigation of the history and structure of the museum, the philosophy of exhibitions and acquisitions, and the role of the museum in modern society with particular emphasis on the college museum. Issues of conservation, exhibition, acquisition, publication, and education. Visits to museums and private collections in the area. *Limited enrollment. Open by permission of the instructor to junior and senior art majors.*

Ms. Taylor

337 (2) Seminar. Chinese Painting

Topic for 1989-90: Landscape Painting in China. An examination of the landscape genre in China and its relation to Chinese naturalistic philosophy. The early development of classical naturalism in the Sung dynasty will be contrasted with the later abstract and expressionistic styles of the Chinese literati designed to symbolize scholarly ideals. *Prerequisite: One Grade I or Grade II course in History of Art or, for students with some background in Chinese studies, by permission of the instructor.*

Mrs. Clapp

340 (2) Seminar. Studies in American Art and Architecture

Topic for 1989-90: The Architecture of Richardson, Sullivan, and Wright, 1865-1915. A seminar devoted to the collective achievement of three of America's foremost architects. Emphasis will be upon continuity and change, upon the evolution of Richardson's mature work in the 1880s and its impact upon Sullivan's buildings of the 1890s and Wrights suburban houses of the early 20th century. Reading, lectures, discussion, research paper and oral presentation. *Limited to 10-12 students. Prerequisite: 231, 232, 228 or permission of the instructor.*

Mr. O'Gorman

345 (2) Seminar. Historical Approaches to Art for the Major

Comparative study of the major art-historical approaches and their philosophical bases: connoisseurship, iconography, theories of the evolution of art, theories of style, psychoanalysis and art, psychology of perception, and theories of art criticism. Weekly meetings will stress class discussion. Recommended to all art majors. *Open to juniors and seniors who have taken one Grade II unit in the department.*

Ms. Friedman

350 (1) (2) Research or Individual Study 1 or 2

Open to qualified students by permission of the instructor and the department chair.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of the department. See p. 64, Departmental Honors. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Boston Museum of Fine Arts Seminars

A limited number of qualified students may elect for credit seminars offered by the curators of the Boston Museum of Fine Arts. These are held in the museum and use objects from the collections for study. *Admission to Museum Seminars is by permission of the instructor.* Call the instructor for the day and time of classes. For additional information, consult the department chair.

381 (1) American Landscape Painting: The Hudson River School

The landscapes of the Hudson River School are among the great strengths of the Museum's collection of American art, thanks to Maxim Karolik's 1948 gift some 230 paintings. This seminar will focus on the key figures in the Karolik Collection — Cole, Church, Bierstadt, Durand, Heade, and Lane — in order to survey the development of nineteenth-century landscape painting in America. Questions of patronage and taste will be considered, as will the physical presentation (framing, condition, installation) of the paintings. *Limited to 12 students.*

Carol Troyen, Associate Curator, Department of Paintings

384 (2) Costume History: Object and Image

Original garments dating from the seventeenth through twentieth centuries will be examined and analysed in this seminar. Students will be encouraged to investigate the relationships between the garments and other visual sources of costume history in the Museum collections — paintings, prints, sculpture, and the decorative arts. Topics to be explored include the usefulness of the study of costume for the study of art history and other disciplines; the choice and use of written secondary sources of documentation; authenticity; collectors and collecting; and textile technology. *Limited to 12 students. A strong background in history and art history required; French, German or Italian may be needed for the student's chosen research project.*

Nicola J. Hilliam, Department of Textiles

394 (1) The Preservation and Scientific Examination of Works of Art

The technical examination and preservation of works of art will be explored through lectures, demonstrations and readings concentrating on the Museum's collections. The course will focus on the work of art as the source of information about the materials and techniques of artists and craftsmen, how these materials can interact with their environment, and what measures may be taken to preserve them. Analytical instrumentation currently used for research and authentication is discussed throught the course. *Limited to 12 students. Preference given to seniors majoring in fine arts.*

Margaret Leveque, Richard Newman and other members of the Museum's conservation facilities

397 (2) The Japanese Woodblock Print

A survey of the history and evolution of the Japanese woodblock print, emphasizing the eighteenth century but extending into the nineteenth century as time permits. The seminar will focus on influential masters and their contributions, the range of subject matter depicted in Ukiyo-e prints, and the relevance of these prints to Japanese popular culture of the period. *Limited to 12 students. Some previous coursework in Japanese art, history of literature is recommended; some knowledge of basic Japanese desirable.*

Money Hickman, Fellow for Research in Japanese Art, Department of Asiatic Art

Cross-Listed Courses

For Credit

Anthropology 308 (1)

Seminar for Materials Research in Archaeology and Ethnology

Technology Studies 218 (2)

Image/Text Media Systems

Directions for Election

History of Art

An Art major concentrating in History of Art must elect:

A. Art 100 (1) and (2)

B. 204, 205, 209 or 213

C. A minimum of five further units in History of Art to make a total of eight units, which must include distribution requirements.

For distribution a student must elect at least one unit in three of the following six areas of specialization: Ancient, Medieval, Renaissance, Baroque (seventeenth and eighteenth centuries), Modern (nineteenth

and twentieth centuries), non-Western Art. Among the three areas elected one must be either before 1400 A.D. or outside the tradition of Western European art.

Normally Art 223, 233, 254, 305 and 345 may not be used to meet this distribution requirement. Consult the department chair for exceptions to this practice. If approved by the department chair, courses elected at other institutions may be used to meet the distribution requirement.

No more than one unit of 350 credit may be counted towards the minimum major.

Although the department does not encourage overspecialization in any one area, by careful choice of related courses a student may plan a field of concentration emphasizing one period or area, for example, medieval art or oriental art. Students interested in such a plan should consult the department chair as early in the first year or sophomore year as possible.

Art 345 is recommended for all majors, especially those who are considering graduate study in History of Art.

A reading knowledge of German, French, or Italian, is strongly recommended. Graduate programs in the History of Art require degree candidates to pass exams in French and German, so these languages are particularly important for students considering graduate school.

Students intending to major in art history whose high school preparation does not include a thorough grounding in history should take History 200 and 201. They should also consult the Catalog carefully for other courses in history as well as in the literature, religion, philosophy, and music of the areas which particularly interest them.

Students interested in graduate study in the field of art conservation should consult with the department chair regarding requirements for entrance into conservation programs. Ordinarily college-level chemistry through organic should be elected, and a strong studio art background is required.

An Art minor (6 units) consists of:

(A) Art 100 (1&2) or Art 215/216 and (B) 4 additional units above the 100 level with at least 2 at the 300 level; maximum 1 unit of 350. Of the 4 units above the 100/215/216 level, 3 shall, in the opinion of the student's faculty advisor, represent a coherent and integrated field of interest. Some examples are: Asian art, 19th/20th century art and architectural history. The fourth unit shall, in the case of students whose primary field is Western European or American art, be a course in non-Western or ancient art. In the case of students whose primary field of interest is ancient or non-Western art, the fourth unit shall be Western European or American art.

For the minor, at least four units of credit in Art History must be taken at Wellesley College.

The attention of students is called to the interdepartmental majors in Architecture, Classical and Near Eastern Archaeology, and in Medieval/Renaissance Studies.

Studio Art

Studio courses meet twice a week for double periods.

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105 (1) (2) Drawing I

Introductory drawing with emphasis on the development of skill in seeing and the control of line, value and composition. A variety of techniques and media will be used.

The Staff

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108 (1) (2) Photography I

Photography as a means of visual communication. Problems dealing with light, tonal values, two- and three-dimensional space, documentary and aesthetic approaches to the medium. Emphasis on printing and critical analysis of photographs. *Signature required for admission. Preference given to non-seniors.*

Mr. Swift, Ms. Black

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204 (1) General Techniques Course

A survey of significant techniques and materials related to the history of Western painting from the Middle Ages to the modern period. Emphasis on the technical aspects of various painting media and their role in stylistic change. *Prerequisite: 100 (1) and (2) or permission of the instructor.*

Ms. Spatz-Rabinowitz

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205 (2) Materials and Techniques of Sculpture

A survey of significant techniques and materials relating to the history of sculpture from the classical to the modern period. Laboratory problems of a purely technical nature requiring no artistic skill. *Prerequisite: 100 (1) and (2) or permission of the instructor. Not offered in 1989-90.*

Mr. Dorrien

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206 (2) Drawing II

Drawing problems dealing with line, value, structure, space, and abstraction. Students use various drawing materials including graphite, charcoal, wash, and monotype. Stress on developing an individual project during the course. *Prerequisite: 105.*

Ms. Ribner

207 (1) Sculpture I

An exploration of sculptural concepts through the completion of projects dealing with a variety of materials including clay, wood, plaster, stone and metals, with an introduction to basic foundry processes. Some work from the figure will be introduced. Studio fee. *Prerequisite: 105 or 213 or permission of the instructor.*

Mr. Dorrien

208 (2) Photography II

The development of the student's personal photographic vision. Weekly critiques of students' on-going personal photography. Several classes and a semester-long study will be concerned with photographic technique and processes. Preference will be given to students majoring or intending to major in Art. See Technology Studies 218. *Limited enrollment, preference will be given to students majoring or intending to major or minor in Art/Art History or Architecture. Prerequisite: 108 or permission of the instructor. Not offered in 1989-90.*

Mr. Swift

209 (1) (2) Basic Two-Dimensional Design

A series of problems in two-dimensional design intended to develop both observational and formal skills. Introduction to line, shape, color, structure, and other tools of the artist. Design involves the formation of an effective visual statement. *Open to all students.*

Ms. Ribner (1), Ms. Spatz-Rabinowitz (2)

210 (1) Color

Basic problems in the interaction of color. Special attention will be given to considerations of value, intensity and the natural mutability of hue. *Open to all students.*

Mr. Rayen

212 (1) Introduction to Printmaking

This course presents printmaking as a graphic image-making process. Traditional techniques of intaglio, relief and lithography will be examined as well as other methods of printing such as monoprinting, collography, stenciling and stamping. Printmaking as an alternative way of drawing and painting, and ways of combining various print media, will be explored. *Prerequisite: 105 or 209.*

Mr. Gomez

213 (1) (2) Basic Three-Dimensional Design

Introduction to three-dimensional design stressing various formal and spatial concepts related to sculpture, architecture and product design. A wide range of materials will be handled in completing several preliminary problems as well as constructing a final project. *Open to all students.*

Mr. Dorrien (1), Mr. Gomez (2)

218 (1) (2) Introductory Painting

A study of basic forms in plastic relationships in a variety of media. *Prerequisite: 105 or 209 or permission of the instructor.*

Mr. Rayen (1), Ms. Harvey (2)

307 (2) Sculpture II

Continuation on a more advanced level of sculptural issues raised in Sculpture I. Projects include working from the figure, metal welding or wood construction, and metal casting in the foundry as well as stone carving. Studio fee. *Prerequisite: 207 or permission of the instructor.*

Mr. Dorrien

315 (1) Problems in Advanced Painting

Each student will be required to establish and develop personal imagery. Emphasis will be given to the roles which observation and memory play in the development of individual concepts. Painting 315 and Painting 321 are complementary courses and may be taken in any order following the completion of Painting 218 or its equivalent.

Ms. Harvey

316 (1) Life Drawing

Intensive analysis of anatomy, perspective, composition, chiaroscuro, with direct visual observation of the model. *Prerequisite: 105.*

Ms. Harvey

317 (1) Seminar. Problems in the Visual Arts

A course in which students explore solutions to a variety of conceptual and visual problems in several media. Each student will pursue an individual project throughout the semester as well as participate in assigned projects and weekly class discussions. All studio majors are encouraged to take this course; it is especially recommended as preparation for those who are contemplating an independent study project. *Prerequisite: either 206, 207, 316, 318, or permission of the instructor. Not offered in 1989-90.*

Ms. Harvey

321 (2) Advanced Painting

Continuing problems in the formal elements of pictoral space, including both representational and abstract considerations. Emphasis will be given to the formulation of preliminary studies in a variety of media. Painting 318 & Painting 321 are complementary courses and may be taken in any order following the completion of Painting 218 or its equivalent. *Not offered in 1989-90.*

Mr. Rayen

322 (2) Advanced Printmaking

Topic for 1989-90: Intaglio. Emphasis will be on development of personal imagery together with the further exploration of technical mastery. Studio fee. *Prerequisite: 212.*

Ms. Kernan

350 (1) (2) Research or Individual Study

Open to qualified students by permission of the instructor and the department chair.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Applied Arts Program

In addition to the regular Studio curriculum, a separately funded program makes it possible to offer one noncredit course each year in such fields as metal casting and enameling, ceramics, woodworking, and weaving.

Open to all students.

Directions for Election

Studio Art

An art major concentrating in Studio Art must elect 100 (1) and (2), 105, 209, and 213; and in addition at least two Grade II and two Grade III units in Studio Art. All Studio majors are encouraged to take 317, especially those interested in independent study projects. Since the department believes in the importance of understanding the history of art, the attention of students is drawn to 224 and 219 (see History of Art).

A Studio art minor (6 units) consists of: (A) 105 and (B) 1 unit from 209, 210 or 213 and (C) 4 additional units from Studio art, including at least one at the 300 level (350 counts only in photography).

For students particularly interested in design, attention is further drawn to Theatre Studies 206.

Directions for Election

The Combined Major in Art History and Studio Art

A student may elect a combined Art History/Studio Art major by taking:

Art 100 (1) and (2) Introductory Survey

1 semester of Art 105 Introductory Drawing

1 semester of Art 209 Two-Dimensional Design

1 semester of Art 213 Three-dimensional Design

1 semester of Ancient, or Medieval, or Non-Western Art History

2 additional semesters of Grade II Art History

2 semesters of Grade III Art History

2 additional semesters of Grade II Studio Art

2 semesters of Grade III Studio Art

14 courses

The Combined Major in Art will require early planning, preferably in the first year.

Astronomy

Professor: *Birney (Chair)*

Associate Professor: *Bauer^, French, Little-Marenin*

Assistant Professor: *Benson*

103 (1) (2) Introduction to Astronomy

A survey of the solar system, stars, galaxies and cosmology. Two periods of lecture and discussion weekly; laboratory in alternate weeks, and unscheduled evening work at the Observatory for observation of stars and constellations, and use of the telescopes. *Not open to students who have taken 110 or 111.*

The Staff

104 (2) Recent Developments in Astronomy

Contemporary topics in optical, radio, and space astronomy. Topics include cosmology, pulsars, quasars, black holes, exploration of the planets, and extraterrestrial communication. Not to be counted toward the minimum major. *Prerequisite: 103, 110, or 111, or by permission of the instructor.*

Ms. Little-Marenin

110 (2) Fundamentals of Astronomy

A survey of astronomy with emphasis on the underlying physical principles. The treatment of all topics will be more analytical and more quantitative than that provided in Astronomy 103. Two periods of lecture and discussion weekly. Laboratory in alternate weeks and unscheduled observations at the Observatory. Recommended for students intending to choose one of the sciences or mathematics as a major. *Not open to students who have already taken 103.*

Mr. French

111 (2) Fundamentals of Astronomy

Identical to Astronomy 110 except that it will not include the laboratory. A term paper will be required. *Not open to students who have already taken 103.*

Mr. French

206 (1) Basic Astronomical Techniques

Visual and photographic use of telescopes. Optics applied to astronomical instruments. Astronomical coordinate systems. Spherical trigonometry. Conversion of time and use of Ephemeris. Star catalogs. Photometry. *Prerequisite: 103, 110, or 111, and familiarity with trigonometric functions and logarithms.*

Ms. Benson

207 (2) Basic Astronomical Techniques II

Measurement of stellar radial velocities. Spectroscopy. Classification of stellar spectra. Applications of the Method of Least Squares and statistical methods. The semester's work includes an independent project at the telescope. *Prerequisite: 206 and some familiarity with calculus.*

Ms. Little-Marenin

210 (1) Astrophysics I

The physical principles behind the analyses of stars, interstellar matter and galaxies. *Prerequisite: 103, 110, or 111, and Physics 108 or [200] taken previously or concurrently, or by permission of the instructor.*

Ms. Little-Marenin

304 (1) Stellar Atmospheres and Interiors

The formation of continuous and line spectra in stellar atmospheres. An introduction to stars with unusual spectra. The structure of and energy generation in stellar interiors. Stellar evolution. *Prerequisite: 210 and Mathematics 205. Physics 202 or [204] is recommended. Offered in 1989-1990. Not offered in 1990-1991.*

Mr. French

307 (1) Planetary Astronomy

Study of the properties of planetary atmospheres, surfaces and interiors with emphasis on the physical principles involved. Topics covered include the origin and evolution of the planetary system, comparison of the terrestrial and giant planets, properties of minor bodies and satellites in the solar system and inadvertent modification of the earth's climate. Recent observations from the ground and from spacecraft will be reviewed. *Prerequisite: 210 and Physics 108 or [200]; permission of the instructor for interested students majoring in geology or physics. Not offered in 1989-1990. Offered in 1990-1991.*

Mr. French

310 (2) Astrophysics II

Kinematics and dynamics of stars and stellar systems, galactic structure, special and general relativity, and cosmological models. *Prerequisite: 210 and Physics 108 or [200].*

Mr. French

349 (1) Selected Topics

Topics in previous years have included variable stars, galaxies, stars of special interest, and cosmic evolution. *Open by permission of the instructor. Not offered in 1989-1990.*

350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Mathematics 205 (1) (2)

Intermediate Calculus

Physics 202 (1)

Modern Physics

Directions for Election

The following courses form the minimum major: 103 or 110, 206, 207, 210, 310; Mathematics 205 or Extradepartmental 216; Physics 202 or [204]; one more Grade III course in Astronomy plus an additional Grade III course in Astronomy or Physics. Students intending to major in astronomy are encouraged to begin physics as soon as possible. These students should try to take 110 rather than 103. Physics 219 and Computer Science 110 or 111 are strongly recommended. In planning a major program students should note that some of these courses have prerequisites in mathematics and/or physics. Additional courses for the major may be elected in the Departments of Physics, Mathematics, and Astronomy.

A substantial background in physics is required for graduate study in Astronomy.

A student planning to enter graduate school in astronomy should supplement the minimum major with courses in physics, including Physics 306 and other Grade III work. In fact, completion of the physics major is encouraged. The student is also urged to acquire a reading knowledge of French, Russian, German, or Spanish.

A minor in astrophysics (5 units) consists of: (A) 1 unit from 103, 110 or 111 and (B) 210 and 310 and (C) 2 additional 300 level units. A minor in observational astronomy (5 units) consists of: (A) 1 unit from 103, 110 or 111 and (B) 104, 206 and 207 and (C) 350.

See page 10 for a description of Whitin Observatory and its equipment.

Biological Chemistry

AN INTERDEPARTMENTAL MAJOR

Director: *Hicks*

The Departments of Biological Sciences and Chemistry offer an interdepartmental major in Biological Chemistry which gives opportunity for advanced study of the chemistry of biological systems.

For students in the Classes of 1990-91 who have already taken Biology 111, in addition to two units of Biochemistry (228 and 328), the area of concentration must include the following units of Chemistry (114 [or 113] and 115, or 120; 211 and 231); Biology (110, 111, 200, 205, and one Grade III unit with a scheduled laboratory taken at Wellesley excluding 350, 360, or 370); Physics (104 [105], 107 or [109]); and Mathematics (116, 120 or the equivalent). Students should be sure to satisfy the prerequisites for the Grade III courses in biology and chemistry.

Beginning with the Class of 1992 (and for students in the classes of 1990-91 who have not yet taken Biology 111), the major must include, in addition to two units of Biochemistry (228 and 328), the following units of Chemistry (114 [or 113] and 115 or 120, 211 and 231); Biology (110; 200; 205; at least one unit of 313, 314, 316 or 317; and one additional Grade III unit, excluding 350, 360 or 370); Physics (104 or 107); and Mathematics (116, 120 or equivalent).

This change in Directions for the Major causes Biology 111 to no longer be required for the major and requires two Grade III units in Biology, including at least one biochemically oriented Grade III unit with a scheduled laboratory. A recommended sequence of required courses would be: Year I, Chemistry 114 and Math or Physics; Chemistry 115 and Biology 110. Year II, Chemistry 211 and Biology 205; Biology 200 and Math or Physics. Year III, Chemistry 228 and 231; Chemistry 328 and Math. Year IV, Grade III Biology courses and Independent Study.

Please discuss your program with the Director as soon as possible.

Biological Sciences

Professor: *Widmayer, Allen*[A], *Coyne, Webb*[A2], *Harris*[A2]

Associate Professor: *Eichenbaum, Smith (Chair)*

Assistant Professor: *Cameron, Blazar*[A], *Beltz, Darrow, Giffin, Peterman, Moore, Rodenhouse, Barber*

Laboratory Instructor: *Muise, Dermody, Hacopian, Hoult, Paul, Soltzberg, Thomas*

Unless otherwise noted, all courses meet for two periods of lecture, and one three-and-one-half hour laboratory session weekly. Seminars normally meet for one double period each week.

107 Biotechnology

This course focuses on industrial applications of recently developed biological techniques, primarily recombinant DNA. However, no prior knowledge of DNA (or biology) is expected, as all necessary background information will be discussed. Two lectures weekly, with a double period every other week for demonstration/discussion. Some hands-on experience in techniques related to recombinant DNA is included. This course fulfills group C distribution but does not meet laboratory science requirement. Not to be counted toward minimum major in Biological Sciences. *Not offered in 1989-90.*

108 (2) Horticultural Science

Fundamentals of cultivation and propagation of plants, the effects of chemical and environmental factors on their growth, and methods of control of pests and diseases. Laboratory includes work in the Alexandra Botanic Gardens, Hunnewell Arboretum and in the greenhouses. Not to be counted toward the minimum major in biological sciences. *Open to all students except those who have taken 111.*

Mrs. Muise

109 (1) Human Biology

The study of human anatomy and physiology, with a focus on nutrition, the nervous system, reproduction, embryology, circulation and respiration. Two lectures weekly with a laboratory session every other week. Laboratories involve data collection using computers, physiological test equipment, limited animal dissection and a personal nutrition study. Does not count toward the minimum major in Biological Sciences. *Open to all students except those who have taken 111.*

Mrs. Coyne, Ms. Darrow, Mr. Hacopian

110 (2) Cell Biology

Eukaryotic and prokaryotic cell structure, chemistry and function. Cell metabolism, genetics, cellular interactions and mechanisms of growth and differentiation. *Open to all students.*

The Staff

111 (1) Experimental Biology: The Analysis of Biological Systems

Introduction to central questions and concepts in selected areas of biology and demonstration of various experimental approaches. Topics include: evolution, ecological systems, and plant and animal structure and physiology. Consideration of the importance of biological science to historical and current world problems. Laboratories include a series of related projects in experimental biology. *Open to all students.*

Mr. Eichenbaum, Mr. Harris, Ms. Giffin, and Staff

112 (2) Evolution

An introduction to historic and current ideas on the evidence for, and causes of, evolution. Topics include origin of life, geographic distribution, the role of extinction in evolution, human evolution, and the preservation of genetic diversity. Two lectures weekly. Meets the Group C distribution requirement as a nonlaboratory unit, but does not count towards the minimum major in Biology. Formerly Extradepartmental 112. *Open to all students.*

Ms. Giffin

200 (2) Cellular Physiology

A study of the experimental basis for current concepts in cellular physiology using plant, animal, and microbial models. Topics include enzyme kinetics, cell structure/function, immunology, intercellular and intracellular communication, normal and uncontrolled cell proliferation, cytoskeletons, and irritibility of cells. *Prerequisite: 110 and one unit of college chemistry.*

Mrs. Coyne

201 (1) Ecology

Introduction to ecological concepts about the distribution and abundance of organisms in environments. Topics include limiting factors, population growth and regulation, species interactions, and the structure and function of communities and ecosystems. Emphasis will be placed on experimental ecology and its uses in solving environmental problems. Local

habitats including lakes, forests, marshes, bogs, tundra, and streams are studied during laboratory field trips. *Prerequisite: 111 or permission of the instructor.*

Mr. Rodenhouse

203 (1) Comparative Physiology and Anatomy of Vertebrates

The functional anatomy of vertebrate animals, with an emphasis on comparisons between representative groups. The course will cover topics in thermoregulatory, osmoregulatory, cardiovascular, respiratory, digestive, muscle and ecological physiology. The laboratories will incorporate the study of preserved materials and physiological experiments. *Prerequisite: 109 or 111, or by permission of the instructor.*

Mr. Cameron, Ms. Giffin

205 (1) Genetics

Principles of inheritance, structure and function of hereditary informational molecules, application of genetic principles to biological problems. Laboratory and lecture material selected from plant, animal, microbial and human studies with emphasis on the contribution of recombinant DNA methodology to recent understanding in molecular genetics. *Prerequisite: 110 or by permission of the instructor.*

Mr. Webb, Mrs. Dermody, Mrs. Hoult

206 (1) Histology I: Microscopic Anatomy of Mammals

The structure and function of mammalian tissues, and their cells, using light microscopic, histochemical and electron microscopic techniques. Topics covered include the connective tissues, epithelia, nervous tissue, blood, lymphoid tissue and immunology, as well as others. Laboratory study includes direct experience with selected techniques, including tissue sectioning and electron microscopy. *Prerequisite: 110.*

Mr. Smith

207 (1) The Biology of Plants: "From Photons to Food"

An introduction to the plant kingdom with an emphasis on aspects of biology unique to plants. Topics will include plant diversity and evolution, reproduction and development, the control of growth, photosynthesis, structure and physiology of transport systems, interactions of plants with other organisms and the environment, and applications of genetic engineering to the study and improvement of plants. Laboratory sessions will focus on experimental approaches to the study of plants. *Prerequisite: 110 and 111.*

Ms. Peterman

209 (2) Microbiology

Introduction to the microbial world with emphasis on representative groups of bacteria and viruses. A detailed consideration of biological principles which characterize microbes and their activities in nature. Microbial pathogenicity and human diseases will also be considered. *Prerequisite: 110 and one unit of college chemistry.*

210 (1) Marine Biology

Oceans cover more than 70% of the earth's surface and are our planet's primary life support system. This course examines adaptations and interactions of plants, animals and their environments in marine habitats. Focal habitats include the open ocean photic zone, mid-water and deep-sea, intertidal, estuaries, and coral reefs. Emphasis is placed on the dominant organisms and food webs within each habitat. Field trips introduce students to local marine organisms and habitats. *Prerequisite: 111 or permission of the instructor.*

Ms. Moore

213 (1) Introduction to Psychobiology

An introduction to the study of the relationship between the nervous system and behavior, with particular emphasis on the structure and function of the nervous system. Topics include basic neuroanatomy and neurophysiology, and brain mechanisms involved in such aspects of behavior as emotion, language, motivation, memory, sensation, and cognition. Emphasis on comparison of experiments with animal and human subjects in an effort to shed light on human cognitive functions. Laboratory. *Prerequisite: 111 or 109 and Psychology 101.*

Mr. Eichenbaum, Mrs. Paul

216 (2) Concepts in Growth and Development

Introduction to principles governing the growth and development of organisms. Lectures and laboratory integrate the use of plant and animal systems to illustrate the concepts of development from the molecular to the gross morphological level. *Prerequisite: 110 and 111 or by permission of the instructor.*

Ms. Beltz, Ms. Peterman

302 (2) Animal Physiology

The physiology of organ systems in vertebrates, with some emphasis on humans. The course will focus on recent findings in cardiovascular, endocrine, sensory, neural and muscle physiology. In the laboratory, students gain experience with the tools of

modern physiological research, including digital oscilloscopes, amplifiers, pressure transducers, chart recorders and computers. *Prerequisite: 200, 203, or 213 or by permission of the instructor.*

Mr. Cameron, Ms. Darrow

304 (2) Histology II: Human Microscopic Anatomy and Pathology

Analysis of structure: function relationships of human systems, based principally on microscopic techniques. Examination of structural changes caused by selected disease states in each system, as well as discussion of recent literature. Laboratory study includes tissue preparation for electron microscopy, as well as hands-on experience at the transmission electron microscope. *Prerequisite: 206.*

Mr. Smith, Mr. Hacopian

305 (2) Seminar. Genetics

306 (2) Embryology and Developmental Biology: Principles of Neural Development

Aspects of nervous system development and how they relate to the development of the organism as a whole. Topics such as axon guidance, programmed cell death, trophic factors, molecular bases of neural development, synaptogenesis, transmitter plasticity, and the development of behavior will be discussed. Laboratory sessions will focus on a variety of methods used to define developing neural systems. *Prerequisite: 203 or 213 or 216 or by permission of the instructor.*

Ms. Beltz

307 (2) Topics in Ecology

Conservation biology addresses the preservation and maintenance of ecosystems, habitats, species, or populations undergoing a reduction of space or numbers. Lectures address selected topics in conservation biology including minimum viable population sizes, species extinctions and invasions, habitat fragmentation and isolation, and ecosystem restoration. Course format will include critical analysis and discussion of current research papers, and an independent field project carried out by each student. *Prerequisite: 201 and by permission of the instructor.*

Mr. Rodenhouse, Ms. Moore

312 (1) Seminar. Endocrinology

This course involves studying endocrine tissues at several levels of organization. The introductory section covers signal transduction in response to hormones at the cellular level. The second section covers neuroendocrinology (the pituitary gland and its control by the brain) while the final section focuses on selected areas of endocrinology in which several systems (endocrine and nonendocrine) interrelate to control body function, such as reproduction; salt/water metabolism and blood pressure; calcium/phosphate metabolism and bone physiology; growth and development; carbohydrate, protein and lipid metabolism. *Prerequisite: 200 or permission of the instructor. 302 is recommended.*

Mrs. Coyne

313 (1) Microbial Physiology and Biochemistry

The study of the chemical activities (cellular growth and its physiological basis, metabolic patterns, biochemical and molecular genetics, and the relation of structure to function) of microorganisms as model systems in order to explain living processes in molecular terms. Emphasis on experimental approaches and current literature. In the laboratory, groups carry out a number of experimental problems designed to allow the development of research techniques and analysis. *Prerequisite: 200 and 205 or by permission of the instructor. Not offered in 1989-90.*

314 (1) Topics in Microbiology

315 (1) Research in Neurobiology

Not offered in 1989-90.

316 (1) Molecular Biology

The practical applications of recombinant DNA techniques to the study of the control and organization of animal genes at the molecular level. The course will be centered around a laboratory project designed to provide experience with the methodologies used in molecular biology (e.g., molecular cloning, gene mapping, mutagenesis and expression, DNA sequencing, computer analysis of nucleic acid and protein structure and homology). *Prerequisite: 205 and by permission of the instructor.*

Mr. Webb

317 (1) Advanced Cellular Biochemistry and Physiology

An in-depth analysis of structure to function relationship in eukaryotic cells. Topics will include the cytoskeleton, microbodies, chloroplast, mitochondria, the endoplasmic reticulum, protein processing, lipid metabolism, the chemistry of vision. Laboratory work will concentrate on methods of protein purification and isolation of organelles. The focus will be microtubules in plants and animals. Techniques utilized involve electrophoresis, electron microscopy, column chromatography, UV/VIS spectrophotometry, spectroscopy, isoelectric focusing, Western blotting. *Prerequisite: 200 and Chemistry 211.*

Mr. Harris

330 (1) Seminar

Not offered in 1989-90.

331 (2) Seminar. Biological Clocks

Examination of the current state of knowledge of time-measurement in animal systems. Focus on circadian pacemakers in vertebrates: where they are located, how they function and how they coordinate seasonal physiological changes. Discussion of several invertebrate clocks, clock function at the cellular level and the study of oscillators *in vitro*. *Prerequisite: 203, 302 or 213 or permission of the instructor.*

Ms. Darrow

332 (2) Advanced Topics in Psychobiology

350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission of instructor.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of the department. See p. 64, Departmental Honors. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

Attention Called

Chemistry 228 (1)

Structure and Function of Macromolecules

Chemistry 328 (2)

Chemical Aspects of Metabolism

Directions for Election

A major in Biological Sciences must include 110 and 111 or their equivalent, and three Grade II courses which must be taken at Wellesley and must be distributed among three of the four groups: (200, 203, 206, 213 – Cell Biology and Physiology); (205, 216 – Genetics and Developmental Biology); (201, 210 – Ecology) and (207, 209 – Botany and Microbiology). Members of the class of '91 and earlier must take at least three Grade II courses which must be taken at Wellesley. Students are advised to take both these Grade I courses as first year students and to check the prerequisites for Grade III courses carefully so they will have taken the appropriate Grade II courses early enough to enter the Grade III work of their choice. The required Grade II work should be completed within the first 5-6 units in the major. At least two Grade III units must be taken at Wellesley. One of these Grade III units, exclusive of 350, 360 or 370 work, must require laboratory experience. In addition to eight units in biological sciences, two units of college chemistry are also required. Additional chemistry is strongly recommended or required for certain Grade III courses. Chemistry courses 228, [323], [324], 328 and Biological Sciences 350, 360 and 370 do not count toward a minimum major in biology.

Courses 107, 108, 109 and 112 which do not ordinarily count toward the minimum major in biological sciences do fulfill the College distribution requirements for the degree; 108 and 109 as a laboratory science; 107 and 112 as non-laboratory science courses. Independent summer study will not count toward the minimum major. Course 213 does not fulfill the Group B distribution requirement for biology majors.

Within the major, students may design a program in general biology or one which emphasizes subjects dealing with animals, plants, or microorganisms. A broad training in the various aspects of biology is recommended.

A minor in biological sciences (5 units) consists of: (A) two 100 level units and (B) two 200 level units and (C) one 300 level unit, excluding 350. Students planning a minor should consult the Chair as soon as possible.

Students interested in an interdepartmental major in Biological Chemistry are referred to the section of the Catalog where the program is described. They should consult with Ms. Hicks, the Director of the Biological Chemistry program.

Students interested in an interdepartmental major in Psychobiology are referred to the section of the Catalog where the program is described. They should consult with Mr. Eichenbaum and Ms. Koff, the Directors of the Psychobiology Program.

Students interested in an individual major in Environmental Sciences should consult a faculty member who teaches 201.

First year students with advanced placement or with 110 or 111 exemptions wishing to enter upper level courses are advised to consult the chair or the instructor in the course in which they wish to enroll. Units given to students for advanced placement in biology do not count towards the minimum biology major at Wellesley.

Students planning graduate work are advised to take calculus, statistics, organic chemistry, two units of physics, and to acquire a working knowledge of computers and a reading knowledge of a second language. They should consult the catalogs of the schools of their choice for specific requirements.

Premedical students are referred to the requirements given in the Academic Program section.

Black Studies

Professor: *Martin (Chair)*

Associate Professor: *Cudjoe*

Assistant Professor: *Brown-Collins, Howard-Matthews*

105 (1) (B^2) Introduction to the Black Experience

This course serves as the introductory offering in Black Studies. It explores in an interdisciplinary fashion salient aspects of the Black experience, both ancient and modern, at home and abroad. *Open to all students.*

Mr. Martin

150 (1) (2) Colloquia

For directions for applying see p. 72. *Open by permission to a limited number of first year student and sophomore applicants.*

a. (2) (B^2) The Internationalization of Black Power

The Black Power movement of the 1960s and 1970s represents one of the most militant periods in Afro-American history, similar in many respects to the "New Negro" period after World War I. As was the case with the New Negro movement, the Black Power idea quickly spread to Black populations in many countries. This colloquium will discuss some of the highlights of the Black Power era in the United States, Canada, Britain, and the West Indies. *Open to all students. Not offered in 1989-90.*

Mr. Martin

b. (1) (A) Black Autobiography

The purpose of this colloquium is to trace the formal and thematic development of Black autobiography from the early 19th century to the present. We will explore the complex relationship between the community and the individual, the public and the private, the political and the personal aspects of self which shape the Afro-American conception of identity. Authors will include Linda Brent, Frederick Douglass, Ida B. Wells, W.E.B. DuBois, Richard Wright, Maya Angelou, Malcolm X, and others.

Mr. Cudjoe

c. (2) (A) The Harlem Renaissance

Described variously as The Harlem Renaissance, The New Negro Movement, and Harlem's Golden Age, this period represents a flourishing of the arts in New York in the decade of the 1920s. This colloquium will examine the Harlem Renaissance within the broader historical tradition of Negritude in Afro-American letters as well as within the post-war American artistic and intellectual revolt against

19th-century beliefs and values. As a movement, the Renaissance symbolized the Black artist's quest for a usable past as well as a sense of self and racial identity. The search for a distinctive tradition led the artist back to a folk culture rooted in slavery, the rural south, the cities in the north, and, even further back, to the ancient African past. The quest for identity led sometimes to personal doubt and racial despair, and other times, to self-pride and racial affirmation. We will examine these journeys of immersion into the fiction, literary debates, and manifestoes of such writers as W.E.B. DuBois, Marcus Garvey, Alain Locke, and Zora Neale Hurston.

Mr. Cudjoe

d. (2) (B^1) 1919: The Year of the New Negro

The New Negro period was similar in many ways to the Civil Rights and Black Power era of the 1950s through 1970s. We will examine some of the major problems facing Black people in 1919, including lynching, mob violence and the mistreatment of Afro-American and West Indian soldiers. We will then examine the response to these conditions by Black folk in general, by the Black press and by leaders such as Marcus Garvey, W.E.B. DuBois and A. Philip Randolph. Finally, we will look at the way that state, federal and foreign governments viewed New Negro militancy. Our sources will mostly be newspapers and magazines from 1919. *Not offered in 1989-90.*

Mr. Martin

200 (1) (B^1) Africans in Antiquity

Highlights of the African experience in the pre-Christian era: African origins of humankind; African Egypt; Nubia, Kush, and Ethiopia; Egyptian/Ethiopian influences on the beginnings of Western civilization; Africans in Greece and Rome; Africans in the Bible; ancient Africans in the Americas. *Open to all students.*

Mr. Martin

201 (1) (A) The Afro-American Literary Tradition

A survey of the Afro-American experience as depicted in literature from the 18th century through the present. Study of various forms of literary expression including the short story, autobiography, literary criticism, poetry, drama, and essays as they have been used as vehicles of expression for Black writers during and since the slave experience. *Open to all students.*

Mr. Cudjoe

202 (2) (B^1) Introduction to African Philosophy

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative. Offered in alternation with 211. *Open to all students except those who have taken Philosophy 202.*

Mr. Menkiti

203 (2) Introduction to Afro-American Sociology

Introduction to the development of institutions in the Black community from a sociological perspective. Discussion of the Black family, race, class, and power, social organization, race relations, educational issues, employment and the impact of religion. *Not offered in 1989-90.*

Ms. Brown-Collins

205 (2) (B^2) The Politics of Race Domination in South Africa

The politics of apartheid and racial domination in South Africa; its historical origins and present-day manifestations; the liberation struggle in South Africa; the apartheid system as a threat to international stability. South Africa also examined within the wider context of the region and world system. *Open to all students.*

Ms. Howard-Matthews

206 (2) (B^1) Introduction to Afro-American History, 1500-Present

An introductory survey of the political, social, economic and cultural development of Afro-Americans from their African origins to the present. *Open to all students.*

Mr. Martin

211 (2) (A) Introduction to African Literature

The development of African literature in English and in translation. Although special attention will be paid to the novels of Chinua Achebe, writers such as James Ngugi, Camara Laye, Wole Soyinka, Ezekiel Mphahlele, and Christopher Okigbo will also be considered. The influence of oral tradition on these writers' styles as well as the thematic links between them and writers of the Black awakening in America and the West Indies will be discussed as time allows. Offered in alternation with 202. *Open to all students. Not offered in 1989-90.*

Mr. Menkiti

212 (2) (A) Black Women Writers

The Black woman writer's efforts to shape images of herself as Black, as woman and as artist. The problem of literary authority for the Black woman writer, criteria for a Black woman's literary tradition and the relation of Black feminism or "womanism" to the articulation of a distinctively Black and female literary aesthetic. *Open to all students.*

Mr. Cudjoe

214 (2) (B^2) The Supreme Court and Racial Equality

An analysis of the Supreme Court and its impact on the lives and experiences of Black Americans. Particular concern will focus on the Court's role as protector-creator of fundamental rights and privileges for Black Americans. *Open to sophomores, juniors, and seniors without prerequisite and to first year students by permission of the instructor. Not offered in 1989-90.*

The Staff

215 (1) (B^2) Introduction to Afro-American Politics

An introductory examination of the efforts by Blacks in the United States to realize various degrees of political effectiveness within the context of U.S. politics. Particular attention will be focused on the special difficulties presented by the phenomena of race and racism as Blacks have sought to enjoy full citizenship status in the U.S. Some comparisons with other groups in the American political system offered and considerable emphasis on conflicting theories of participation. *Open to all students.*

Ms. Howard-Matthews

216 (1) (B^1) History of the West Indies

Survey of political, economic, and sociological factors shaping West Indian society. Topics covered include Africans in the New World before Columbus, genocide against the indigenous peoples, slavery and slave revolts, immigration and emigration, the West Indies and Africa, the West Indies and Afro-America, the struggle for majority rule, the spread of United States influence, independence and its problems. *Open to all students. Not offered in 1989-90.*

Mr. Martin

217 (1) The Black Family

An overview of the African-American family in sociological, psychological, economic, anthropological and historical perspectives. Examination of the complex interplay of self-definition and definition of the other among Black women, men and children within the context of their families. Exploration of changing sex roles among Black women and men.

Ms. Brown-Collins

221 (2) Public Policy and Afro-American Interests

Analysis of the diverse roles of Afro-Americans in the making of public policy with some coverage of the significance of class and gender. Critical issues facing public policy as a discipline also addressed. Class simulates the intricate procedures of setting policy in several areas. *Not offered in 1989-90.*

Ms. Howard-Matthews

222 (1) (B^1) Images of Blacks and Women in American Cinema

A study of the creation of images and their power to influence the reality of race and sex in the American experience. Viewing and analysis of American cinema as an artistic genre and as a vehicle through which cultural and social history is depicted. *Open to all students. Not offered in 1989-90.*

The Staff

223 (1) African Development Since 1940

Survey of the African development experience emphasizing major development theories and strategies, explanations for the contemporary state of affairs and case studies, usually from Ghana, Ivory Coast, Kenya, Tanzania, Zambia, and Libya. Topics: colonial rule and nationalist struggles, class formation and policy making, party systems, sectoral performance and regional integration.

Ms. Howard-Matthews

225 (1) (B^2) Introduction to Black Psychology

Issues and perspectives in the study of the psychological development of Black people in America, past and present. Special consideration to such issues as: The African-American and European-American ethos, the nature of Black personality as affected by slavery and racism, psychological assessment, treatment and counseling techniques, and the relationships between psychological research and social policy in American research. *Open to all students.*

Ms. Brown-Collins

230 (2) (B^2) The Black Woman in America

Exploration of the characteristics, lifestyles, and reflective thought of Black women in the western hemisphere from a multi-disciplinary perspective. Readings from essays, novels, sociological studies,

historical works, poetry and fiction; makes students aware of an on-going project concerned with Black women in the northeast and the south. *Open to all students.*

Ms. Brown-Collins

234 (2) (A) Introduction to West Indian Literature

Survey of contemporary prose and poetry from the English-speaking West Indies. Special attention paid to the development of this literary tradition in a historical-cultural context and in light of the perspectives recent literary theories offer. Authors to include: V.S. Naipul, Derek Walcott, Wilson Harris, Jean Rhys, and others. *Open to all students. Not offered in 1989-90.*

Mr. Cudjoe

266 (2) (A) Black Drama

This course will examine 20th-century Black drama, with a special emphasis on the period of its efflorescence during the Black Arts Movement of the 60s and 70s. We will also explore the Black theatre as a medium of aesthetic expression and communal ritual as well as an instrument of political consciousness and social change. Playwrights will include Douglass Turner Ward, Alice Childress, Ossie Davis, Lorraine Hansberry, James Baldwin, Ed Bullins, Adrienne Kennedy, LeRoi Jones (Amiri Baraka), Ntozake Shange, and others. *Open to all students. Not offered in 1989-90.*

The Staff

310 (2) (A) Seminar. Black Literature

Not offered in 1989-90.

Mr. Cudjoe

315 (2) Seminar. The Psychology of Race Relations

Examination of the psychology of prejudice and racism as it exists in American society. Exploration of the causes, development, expressions and consequences of prejudice and racism through experiential exercises, readings, group projects and discussions. Students will be encouraged to gain personal insight into the nature of prejudice acquisition as well as to understand the theoretical complexity of its nature.

Ms. Brown-Collins

318 (2) Seminar. Women and the African Quest for Modernization and Liberation

Comparative analysis of the role of women in development with emphasis on the struggle within struggle—the movement to achieve political and economic progress for Africa and its people and the struggle within that movement to address problems and issues that directly affect women. Exploration of women's participation in political movements and ways to improve the status of women.

Ms. Howard-Matthews

319 (1) (B^1) Pan-Africanism

The historical efforts of African peoples all over the world to unite for their mutual advancement. Such topics as 19th-century emigrationist movements to Liberia and elsewhere, the role of Afro-American churches in African nationalism, the Pan-African Congress of W.E.B. DuBois, the Garvey movement, the Communist International and Pan-Africanism, Pan-Africanism in the 1960s, Pan-Africanism on the African continent. *Open to juniors and seniors with a strong background in Black Studies and by special permission to sophomores. Not offered in 1989-90.*

Mr. Martin

335 (2) (A) Women Writers of the English-Speaking Caribbean

An examination of the women writers of the English-speaking Caribbean, their contexts and contributions to West Indian literature. Special attention shall be given to their contributions to contemporary feminist discourses. Readings include the writings of Rhys, Guy, Kincaid, Hodge, Nunez-Harrel, Allfrey, Shinebourne, Goodison and critical essays by these and other writers. This course will emphasize research techniques and independent projects. *Prerequisite: same as 319. Not open to students who have taken 235. Not offered in 1989-90.*

Mr. Cudjoe

340 (2) (B^1) Seminar. Afro-American History

Topic for 1989-90: Booker T. Washington, Marcus Garvey and W.E.B. DuBois. *Open to juniors and seniors with a strong background in Black Studies and by permission of the instructor to sophomores.*

Mr. Martin

344 (1) (B^2) Seminar. Interdisciplinary Perspectives in Black Family Studies

An examination of the evolution of the Black American family and an analysis of its intrafamilial structure and interface with other social institutions, the State and Public policies. Critical evaluation of the scholarship on Black family studies. Consideration of the historical development of Black nuclear and/or extended families, and male and/or female headed households. Analysis of kinship modes, sexuality, age and gender relations, child care, family planning, the rural-urban setting, migration, land loss and

unemployment; and the legal and economic infrastructure of the State and public welfare policies. *Open to qualified juniors and seniors. Not offered in 1989-90.*

The Staff

345 (2) (B²) Seminar. Women and International Development

Interdisciplinary approaches to examining the impact of change on contemporary events which have shaped international development with an analysis of applicable development theories as they identify salient issues in women's lives. The cross-cultural focus examines Women of Color in the West and elsewhere in the Third World through some of these issues: agriculture, health, nutrition, urban living, education and communications, family planning, women's organizations, technology, the law, energy, migration and employment, public administration and religion. *Open to qualified juniors and seniors. 230 is strongly recommended.Not offered in 1989-90.*

The Staff

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

The following courses are offered as related work by other departments where they are described. Courses from this list may be counted toward the major, provided that a minimum of six courses is elected from the Black Studies departmental offerings.

History 264 (1)

History of Precolonial Africa. *Not offered in 1989-90.*

History 265 (2)

History of Modern Africa. *Not offered in 1989-90.*

Music 106 (1)

Afro-American Music. *Not offered in 1989-90.*

Directions for Election

The requirements for the major are consistent with the concept of Black Studies as a multidisciplinary field of study. The requirements are designed to provide a wide range of knowledge and analytical ability as well as a firm foundation in an area of specialization, such as sociology, history, political science, or literature.

It is suggested that two units be elected in each of the three general areas of Black history, humanities, and the social sciences as multidisciplinary training. As the basic introduction to the discipline of Black Studies, 105 is strongly recommended of all majors. Units taken at another institution to fulfill any departmental requirements must be approved by the department.

A minimum of six courses must be elected from Black Studies department courses. The others may be elected, after consultation with your advisor, from related courses taught in other departments or from courses taken on exchange.

A minor in Black Studies consists of five units. 105 is strongly recommended. At least three should be above the 100 level, and at least one must be at the 300 level. In keeping with the interdisciplinary nature of the department, it is recommended that at least one course must be taken from among those courses in the department that satisfy the distribution requirement in Groups A and B.

Chemistry

Professor: *Rock, Loehlin, Hicks, Kolodny (Chair), Coleman*

Associate Professor: *Hearn, Merritt*[A], *Haines*

Assistant Professor: *McGowan*[A], *Schneider, Stanley, Wolfson*[A], *Swallow, Umans*[P]

Laboratory Instructor: *Darlington, Mann, Smith*[P], *Lieberman*[P], *Turnbull*[P], *Trecoske*

Unless otherwise noted, all courses meet for two periods of lecture and one three-and-one-half hour laboratory appointment weekly and one 50-minute discussion period every other week, at the pleasure of the instructor. The selected topics courses will generally be taught without laboratory, but may include laboratory for some topics.

The Chemistry Department reviews elections of introductory chemistry students and places them in 113, 114, 115 or 120 according to their previous preparation and entrance examination scores.

Ordinarily, students who have taken one year of high school chemistry should elect Chemistry 114. Chemistry 113, intended for students who have not studied chemistry within the past four years or whose preparation is insufficient for 114, leads to 115. Chemistry 120 replaces 114 and 115 for some students with more than one year of high school chemistry.

Contact lenses may not be worn in any chemistry laboratories.

101 (2) Contemporary Problems in Chemistry

Consideration of selected aspects of chemistry and related chemical concepts. Topic for 1989-90: Chemistry of Living Systems. *Open to all students except those who have taken any Grade I course in the department.*

Mr. Umans

102 (2) Contemporary Problems in Chemistry with Laboratory

Consideration of selected aspects of chemistry and related chemical concepts. Topic for 1989-90: Chemistry of Living Systems. *Open to all students except those who have taken any Grade I course in the department.*

Mr. Umans

113 (1) Fundamentals of Chemistry

The periodic table, chemical formulas and equations, atomic and molecular structure, chemical bonding, transition-metal complexes, colligative properties, states of matter. Three periods of lecture and one three-and-one-half hour laboratory appointment weekly. *Open only to students who have not taken a chemistry course within the past four years, and to students who think that their preparation in high school chemistry is equivalent to less than one full year. Successful completion of 113 satisfies the prerequisite for 115.*

Mr. Umans

114 (1) (2) Introductory Chemistry I

Atomic and molecular structure, chemical bonding, transition-metal complexes, states of matter, colligative properties and review of stoichiometry. *Open only to students who have taken at least one year of high school chemistry. Not open to students who have taken 113.*

115 (1) (2) Introductory Chemistry II

Properties of solutions, chemical kinetics and equilibrium, acids and bases, thermochemistry, electrochemistry, chemistry of the elements. *Prerequisite: 113 or 114.*

The Staff

120 (1) Intensive Introductory Chemistry

A one-semester alternative to Introductory Chemistry I and II for students who have taken more than one year of high school chemistry. Atomic and molecular structure, chemical bonding, properties of liquids and solutions, chemical equilibria, thermochemistry, electrochemistry, chemical kinetics. Three periods of lecture and one three-and-one-half-hour laboratory appointment weekly. *Open only to students who have taken more than one year of high school chemistry. Not open to students who have taken any Grade I chemistry course.*

Mr. Coleman

211 (1) (2) Organic Chemistry I

A study of the synthesis and reactions of typical organic compounds with emphasis on the chemistry of aliphatic molecules. *Prerequisite: 115 or 120 or by permission of the department.*

The Staff

227 (2) Introduction to Biochemistry

A comprehensive overview of the structure of macromolecules, bioenergetics and metabolism. No laboratory. Three meetings per week. *Beginning with the Class of 1990 this course cannot be counted toward a minimum major in Chemistry. Prerequisite: 211.*

Mr. Umans

228 (1) Structure and Function of Macromolecules

A study of the chemistry of proteins, nucleic acids and other macromolecules with emphasis on structure-function relationships and methodology. *Prerequisite: Biological Sciences 200 and Chemistry 211 or Chemistry 211 and 313.*

Ms. Hicks

231 (1) (2) Physical Chemistry I

Properties of gases, chemical thermodynamics, properties of solutions and chemical kinetics. *Prerequisite: 115, 120, or by permission of the department, and Mathematics 116, and Physics 107.*

The Staff

241 (2) Inorganic Chemistry

Structure of atoms, periodic properties, bonding models for inorganic systems, chemistry of ionic compounds, non-metals, transition metal complexes, organometallic and bioinorganic chemistry. *Prerequisite: 313.*

Mr. Coleman

261 (1) Analytical Chemistry

Classical and instrumental methods of separation and analysis, quantitative manipulations, statistical treatment of data. *Prerequisite: 115 or by permission of the instructor.*

Ms. Swallow

306 (2) Seminar

Each year an important topic will be studied from a variety of chemical perspectives. Topic for 1989-90: Atmospheric Chemistry. Chemical and photochemical reactions occurring in the atmosphere. Special emphasis will be placed on photochemical processes leading to a reduction in ozone concentration. *Open to all students regardless of major who have completed two units of chemistry beyond the Grade I level and who have permission of the instructor.*

Mr. Coleman

313 (1) (2) Organic Chemistry II

A continuation of 211, with emphasis on the chemistry of aromatic molecules. *Prerequisite: 211.*

The Staff

319 (1) Selected Topics in Organic Chemistry

Topic in 1989-90: Advanced Organic Reactions and Mechanisms. An examination of fundamental topics of advanced organic chemistry, including: molecular orbital applications to electrocyclic reactions and sigmatropic rearrangements, reaction mechanism determinations and investigations of controversial topics as presented in the primary literature. *Prerequisite: Chemistry 313.*

Mr. Haines

328 (2) Chemical Aspects of Metabolism

An examination of reaction mechanisms, mechanism of enzyme and coenzyme action, interrelationships and regulation of metabolic pathways. *Prerequisite: 228.*

Ms. Hicks

329 (1) Selected Topics in Biochemistry

Topic in 1989-90: Metabolic Basis of Disease. A study of the biochemical causes and consequences of diseases such as diabetes, sickle cell anemia, Tay-Sachs, hyperthyroidism, cancer, alcoholism, and obesity. Symptoms, treatments and nutritional aspects and how they relate to metabolic changes will be discussed. *Prerequisite: 227, 228 or 328.*

Ms. Hicks

333 (2) Physical Chemistry II

Quantum chemistry and spectroscopy. Structure of solids and liquids. *Prerequisites: 231, Physics 108 and Mathematics 205 or Extradepartmental 216.*

Ms. Kolodny

339 (2) Selected Topics in Physical Chemistry

Not offered in 1989-90.

349 (2) Selected Topics in Inorganic Chemistry

Not offered in 1989-90.

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to students who have taken at least two units in chemistry above the Grade I level.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

363 (2) Instrumental Analysis

Not offered in 1989-90.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

Chemistry 113 or 114 serves as prerequisite for 115. Final assignment to one of these courses or to 120 will be made by the Chemistry Department.

Any student who plans to take chemistry beyond 115 or 120 should consult a member of the Chemistry Department faculty. The Department Handbook, available in the department office, contains specific suggestions about programs and deals with a variety of topics including preparation in mathematics and physics, graduate programs and careers of former majors.

A major in chemistry includes: Introductory Chemistry 113 and 115, or 114 and 115, or 120; 211, 231, 313, and 333; two of the three courses 228, 241 or 261; *either* option 1 two additional units of chemistry at the Grade II or Grade III level, at least one of which must include laboratory *or* option 2 one additional unit of chemistry at the Grade II or Grade III level and a Grade II unit of Physics with laboratory (excluding 219). Independent study courses (350, 360 and 370) may be counted as *one* of the additional requirements in option 1 and as the additional chemistry requirement in option 2. An independent study course which is predominantly a reading course cannot be used to satisfy the laboratory requirement of option 1. In addition, Mathematics 205 or Extradepartmental 216, and Physics 107 and 108 are required. The Mathematics and Physics courses may be counted toward a minor in those departments. Early completion of the Physics requirement is encouraged.

Students interested in biochemistry or biological chemistry are referred to the section of the Catalog where the interdepartmental major in Biological Chemistry is described. They should consult with the Director of the Biological Chemistry program.

All students majoring in chemistry are urged to develop proficiency in the use of one or more computer languages.

A minor in chemistry (5 units for 120 option, 6 units for 113–115 or 114–115 option) consists of: Introductory Chemistry 113–115 or 114–115 or 120; 211 and 231; a choice of 228, 241 or 261; 1 additional 200 or 300 level unit, excluding 350. The mathematics and physics prerequisites for Chemistry 231 must also be satisfied. Normally no more than 1 unit in Chemistry from another institution may be counted toward the minor.

Students planning graduate work in chemistry or closely allied fields should strongly consider additional mathematics and physics courses.

The American Chemical Society has established a set of requirements which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the Chair of the Department of Chemistry.

Placement and Exemption Examinations

For exemption with credit, students will be expected to submit laboratory notebooks or reports.

Chinese

INTERDEPARTMENTAL MAJOR

Chinese Studies

Professor: *Ma (Chair)*

Associate Professor: *Lam*

Assistant Professor: *Sung*

Lecturer: *Yao*[P], *Hinton*

Teaching Assistant: *Sing*

101 (1-2) Elementary Spoken Chinese 2

Introduction to vernacular Mandarin Chinese. Pronunciation, sentence structure, and conversation. Two periods. 101 and 102 combined form the first year Chinese course. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students with no background or no previous formal Chinese language training. Corequisite: 102.*

Mrs. Yao, Mrs. Lam

102 (1-2) Basic Chinese Reading and Writing

Analysis of grammar and development of reading skills of simple texts and in character writing in both regular and simplified forms. Two periods with an additional period for small group activities to be arranged. 101 and 102 combined form the first-year Chinese course. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students with no background or no previous formal Chinese language training. Corequisite: 101.*

Mrs. Lam, Ms. Hinton

141 (2) China on Film

West looks East through the camera's eye: a cinematic exploration of Western conception of twentieth-century China. Films, primarily documentary, will be analyzed in their historical context, supplemented by readings on both background material and film criticism. Focus on major shift of dominant Western opinion toward China. Course conducted in English. *Open to all students.*

Ms. Hinton

151 (1) Advanced Elementary Chinese I

Intensive oral training and practice in reading and writing with particular stress on sentence structure and vocabulary building. *Open to students who can read and write some Chinese with a speaking ability of either Mandarin or any kind of Chinese dialect. More advanced students can enroll for second semester for 152 only by permission of the department chair.*

Ms. Hinton

152 (2) Advanced Elementary Chinese II

Logical continuation of 151. Students are urged to take both 151 and 152. Two units of credit are given only after completion of 152, the preparation for advanced work in 201-202. *Prerequisite: more advanced students can be enrolled for only 152 by permission of the department chair.*

Ms. Hinton

201 (1-2) Intermediate Chinese Reading 2

Objectives of this course are to consolidate the foundations built in Elementary Chinese and to develop sentence structure and vocabulary. The emphasis is on reading simple texts, developing an expository style, writing short answers and essays in response to questions about the text. Two periods with an additional period for small group activities to be arranged. 201 and 202 combined form the second year Chinese course. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: 101 and 102 taken concurrently, or 152, and by permission of the instructor. Corequisite: 202.*

Mrs. Ma, Ms. Sung

202 (1-2) Intermediate Chinese Conversation

The aim of this course is to improve aural understanding and speaking "everyday Chinese" through drills, discussions, listening to cassettes and watching videotapes. Two periods. 201 and 202 combined form the second year Chinese course. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: same as for 201. Corequisite: 201.*

Mrs. Ma, Ms. Sung

213 (1) Diverse Cultures of China

An inquiry into the patterns and themes of China's culture by examining its history, philosophy, religion, literature, art and science. Exploration of a series of historical topics with focus on cultural development among the major minority groups living in China from the 7th to the 20th century and their place in modern China. Classes taught in English. *Open to all students, except those who have taken 106 or 107. Not offered in 1989-90.*

241 (2) Chinese Poetry and Drama in Translation

A survey of Chinese literature of classical antiquity, with emphasis on works of lyrical nature. Readings include selections from Book of Songs, elegiac poetry of Ch'u Yuan and works by the great poets of the T'ang and Sung periods. The course concludes with the introduction to poetic drama of the Yuan Dynasty. Comparative analysis with other literature will be encouraged. Classes in English. *Open to all students. Not offered in 1989-90.*

242 (1) Chinese Fiction in Translation

A survey of Chinese narrative literature from the medieval period to the present, including short stories from the T'ang Dynasty to the end of the Ming, selections from the great classic novels of the Ming and Ching Dynasties, and prose fiction by 20th-century authors. Discussions will focus on the different stylistic developments of high- and low-culture literature, the social significance of this literature, and the writer's perceptions of the customs, institutions, and conflict of his/her historical environment. Classes in English. *Open to all students.*

Ms. Sung

301 (1) Advanced Chinese I

Advanced training is given in all the language skills, with focus on reading and discussion in Chinese of selections from contemporary Chinese writings on various topics from both Taiwan and Mainland China. 301 and its companion 302 (2) constitute the third year of the Chinese language program. Three periods. *Prerequisite: 201-202, or permission of the instructor. Not open to students who have taken 252.*

Mrs. Yao

302 (2) Advanced Chinese II

301 and 302 are two one-semester courses, which taken in sequence constitute the third year of the Chinese language program. Advanced language skills are further developed, but more time is devoted to learning to read various styles of modern Chinese writing. Three periods. *Prerequisite: 301 or permission of the instructor. Not open to students who have taken 300.*

Mrs. Lam

305 (2) Readings in Expository Writings of People's Republic of China

Readings and discussions in Chinese of selections from People's Republic of China including the works of Mao Zhedong and important issues of various current events and focus on practice in writing and translating skills. Three periods. *Prerequisite: 301 andor 302, or permission of the instructor. Not open to students who have taken 275. Not offered in 1989-90.*

310 (1) Introduction to Literary Chinese

Wen-yen grammar, reading, and discussion in Chinese with concentration on analyzing the grammar of classical Chinese and further strengthening students' writing skills in vernacular Chinese style. Two periods. *Prerequisite: 301 andor 302, or 305, or permission of the instructor.*

Mrs. Lam

311 (2) Readings in Classical Chinese

Reading and discussion in Chinese of selections of poetry, prose, traditional short stories, and novels. Two periods. *Prerequisite: 310 or by permission of the instructor. Not offered in 1989-90.*

312 (1) Readings in Contemporary Developmental Issues of China

Texts from Mainland China and Taiwan chosen to improve reading, discussion, and translation skills. Emphasis on issues of contemporary cultural development as seen in works of scholarship, government publications, and case studies documenting various developmental models. Where applicable, students may translate western studies of Chinese development from English to Chinese and apply their knowledge in comparing socioeconomic and political models. Offered in alternate years. *Open to students who have taken at least one Grade III course by permission of the instructor.*

Mrs. Lam

316 (2) Seminar. Chinese Literature in the Twentieth Century

Study of works and authors in Chinese theatre, poetry, novels, etc. Topic will be changed every year so students can elect repeatedly. Readings and discussions in Chinese. *Prerequisite: 302, 305, 310, 311, or 312, or by permission of the instructor. Not offered in 1989-90.*

330 (2) Literary Images of Women of Intellect, East and West, Eighteenth and Nineteenth Centuries

Comparative study of the attitudes toward women through analysis of eighteenth and nineteenth century novels of China, Russia, France, England and America. *Open by permission of the instructor to students who have taken one Grade II course in any literature. Taught in English. Not offered in 1989-90.*

349 (2) Seminar. Topics in Literary Chinese

Reading and discussion in Chinese of premodern literary writings. This course is conducted in Chinese. Topic will be changed every year so students can elect repeatedly. *Prerequisite: 310 or 311 or by permission of the instructor.*

Ms. Sung

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to qualified students.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

Students who are interested in the area of Chinese have two options to consider for a major: 1. Chinese major, mainly working on language and literature; 2. Chinese Studies, Chinese Studies in general with Chinese language proficiency. For category 2, please check the respective directions for election listed in the interdepartmental majors. The individual should consult the chair of the department and the advisor early in the college career.

For students majoring in Chinese, Chinese 101, 151, and 213 which are required for students who have had no previous courses in Chinese history or culture, count toward the degree but not toward the major. Students must reach seminar level proficiency in the language before graduation. Students who enter with no previous Chinese language background are strongly recommended to take a summer and/or one semester abroad. Please consult with the chair of the department or the advisor as early as possible.

Students who wish to take Chinese 301 or other courses in Chinese literature are advised to have a knowledge of Chinese culture or literature in translation. Courses, strongly recommended for this, offered in this department and taught in English are Chinese 141, 213, 241, 242 and 330.

Course 350 is an opportunity for properly qualified students to work independently in fields not covered in other courses in the department and from original Chinese material.

For Chinese Studies majors, although only two years of Chinese language are required for language proficiency, an extensive language training and ability to read literature in the original are strongly recommended.

A minor in Chinese (5 units) must include 5 units from the following: 301, 302, 305, 310, 311, 312, 316, and 349.

Chinese Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Joseph, Ma*

The major in Chinese Studies is designed for students whose interests are in areas other than language or literature. It requires at least two years of Chinese language training and a minimum of four units from non-language courses such as those listed below, at least two of which must be from outside the Chinese Department.

Art 248 (1)
Chinese Art

Art 337 (2)
Seminar. Chinese Painting

Chinese 141 (2)
China on Film. In English

Chinese 213 (1)
Diverse Cultures of China. In English. *Not offered in 1989-90.*

Chinese 241 (2)
Chinese Poetry and Drama in Translation. In English. *Not offered in 1989-90.*

Chinese 242 (1)
Chinese Fiction in Translation. In English

Chinese 330 (2)
Literary Images of Women of Intellect, East and West, Eighteenth and Nineteenth Centuries. In English. *Not offered in 1989-90.*

Economics 218 (2)
The East Asian Economies

History 150b (1)
China in Outside Perspective

History 259 (1)
The Making of the Asian-American Woman: Gender and Ethnicity in Asian Immigration 1850-1970

History 275 (1)
Imperial China

History 276 (2)
China in Revolution

History 346
Seminar. China and America: The Evolution of a Troubled Relationship. *Not offered in 1989-90.*

History 347 (2)
The Cultural Revolution in China

Political Science 208 (2)
Politics of East Asia

Political Science 302 (2)
Communist Parties and Socialist Societies

Political Science 306 (1)
Seminar. Revolutions in the Modern World

Political Science 328 (2)
The Politics of East-West Relations. *Not offered in 1989-90.*

Religion 254 (2)
Chinese Thought and Religion

Religion 353
Seminar. Zen Buddhism. *Not offered in 1989-90.*

Religion 356 (2)
Seminar. Ideal Society in East Asian Religions

Women's Studies 250 (2)
Asian Women in America

Classical Civilization

AN INTERDEPARTMENTAL MAJOR

Director: *Geffcken*

Students who wish a Classical Civilization Major can plan with the Departments of Greek and Latin an appropriate sequence of courses, which might include work in art, history, philosophy, and literature. Such a program should always contain at least four units in the original language.

101 (2)(A) Classical Literature: An Introduction

Reading in translation from the greatest and most influential works of ancient Greece and Rome, including such authors as Homer, Aeschylus, Sophocles, Euripides, Plato, Aristotle, Cicero, Horace, Vergil, and Ovid. The works in their own social, historical, and literary contexts; their influence on later ages. *Open to all students.*

Mr. Starr

104 (1)(A) Classical Mythology

The more important classical myths read in English translations of Greek and Latin authors; their religious origins; their expression in ancient literature and art; their later influence. *Open to all students.*

Mrs. Lefkowitz

215 (2)(B) Gender and Society in Antiquity

Expectations about marriage and sexual roles. Legal aspects of hetero- and homosexual activity. *Open to all students.*

Ms. Dougherty-Glenn

216 (2)(B) Literature and Society in the Age of the Emperor Augustus

The transformation of the Roman Republic into the Roman Empire; the aristocracy; its role in the new Empire and its views of Augustus; the functions of literature in early Imperial Rome, including imperial patronage and its effects, literary propaganda and literary resistance, the public and the private spheres of both writers and their audiences. *Open to all students. Not offered in 1989-90.*

The Staff

232 (2) The Bay of Naples

The Roman life of luxury at ancient Italy's loveliest and most notorious pleasure spot; the interplay of the Roman conceptions of leisure, decadence, and culture and their manifestation in the rich villas and cities buried by the eruption of Mount Vesuvius.

Extensive selections in translation from a wide variety of ancient poets and prose-writers; some study of the artistic and archaeological evidence. *Open to all students. Not offered in 1989-90.*

Mr. Colaizzi

243 (1)(B) Roman Law

Ancient Roman civil law; its early development, codification, and continuing alteration; its historical and social context (property, family, slavery); its influence on other legal systems. *Open to all students.*

Mr. Starr

245 (1)(B) Roman Slavery

Ancient Roman slavery in its social and historical setting. The role of slavery in Roman society and the Roman economy. Sources of slaves: home-born slaves, the slave trade, military conquest, the question of slave-breeding. Slave-owners and their attitudes towards slaves and slavery. The treatment, lives, and occupations of slaves, from miners to educators. The lives and legal and social positions of freed slaves. *Open to all students. Not offered in 1989-90.*

Mr. Starr

252 (2)(B) Roman Women

The role of women in Roman society, legend, and religion; the influence of ancient values on present-day attitudes. Readings from historical, medical, legal and religious documents; consideration of archaeological materials, sculpture, and coins. Comparison of relevant materials from other periods and cultures. *Open to all students. Not offered in 1989-90.*

Miss Geffcken

305 (1)(A) Ancient Epic

Close reading in translation of the epic poems of Homer, Apollonius of Rhodes, Vergil, Ovid, and Lucan. Development of the genre from its roots in the oral culture of early Greece to its more literary form in the Hellenistic and Roman periods. Conventions and narrative techniques; use of mythic and contemporary/historical materials; role of the hero and the gods; interaction between individual poetic artistry and the traditional expectations of the genre. *Prerequisite: 101 or 104 or any literature course in English or a foreign language or by permission of the instructor.*

Ms. Dougherty-Glenn

310 (2)(A) Greek Drama in Translation

Intensive study, in English translation, of tragedies by Aeschylus, Sophocles, and Euripides and comedies by Aristophanes and Menander. The survival in literary form of primitive ritual; the development of new mythic patterns on ancient models; the role of contemporary psychoanalytic theory in evaluating the social function and structure of drama; the reflection of contemporary social and political issues in drama. *Prerequisite: 101 or 104 or any literature course in English or a foreign language or by permission of the instructor.*

Mrs. Lefkowitz

326 (1)(B) The Ancient City

The ancient city as the characteristic social unit of the Graeco-Roman world and precursor of the modern city. The organization of cities; city planning, architecture, and social structure; the status of gender in the Athenian and Roman empires; the contribution of cities to the dissemination of Greek and Roman civilization. Focus on Athens, Rome, and Jerusalem. *Prerequisite: History 229, 230, or by permission of the instructor. Not offered in 1989-90.*

Mr. Rogers

350 (1) (2) Research or Individual Study 1 or 2

Open to seniors by permission.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

The selections listed below are available for majors in Classical Civilization:

Art 100 (1-2)
Introductory Course 1 or 2

Art 200 (1)
Classical Art

Art 201 (2)
Egyptian Art. *Not offered in 1989-90.*

Art 334 (2)
Seminar. Archaeological Method and Theory. *Not offered in 1989-90.*

History 200 (1)
The Making of the West

History 229
Alexander the Great: Psychopath or Philosopher King? *Not offered in 1989-90.*

History 230 (2)
Greek History from the Bronze Age to the Death of Philip II of Macedon

History 231
History of Rome. *Not offered in 1989-90.*

Philosophy 101 (1) (2)
Introduction to Philosophy: Plato and Aristotle

Religion 104 (1)
Introduction to the Hebrew Bible/Old Testament

Religion 105 (1)
Introduction to the New Testament

Religion 203
The Ancient Near East. *Not offered in 1989-90.*

Religion 210 (1)
The Gospels. *Not offered in 1989-90.*

Religion 212 (2)
Paul: The Controversies of an Apostle

Religion 242
Rabbis, Romans and Archaeology. *Not offered in 1989-90.*

Religion 298 (2)
New Testament Greek

Classical and Near Eastern Archaeology

AN INTERDEPARTMENTAL MAJOR

Director: *Marvin A. Geffcken (Acting Director)*

The purpose of a major in Classical and Near Eastern Archaeology is to acquaint the student with the complex societies of the Old World in antiquity.

The program for each student will be planned individually from courses in the Departments of Anthropology, Art, Greek, History, Latin, Philosophy, and Religion as well as from the architecture and anthropology programs at MIT. The introductory course in archaeology (Anthropology 106) or its equivalent is required for all archaeology majors.

Students who concentrate in classical archaeology must normally have at least an elementary knowledge of both Greek and Latin, and take both Greek and Roman history as well as Greek and Roman art. Students who concentrate on the ancient Near East must have an elementary knowledge of one ancient Near Eastern language (attention is called to the Brandeis exchange program) and take Anthropology 242 which details the emergence of early urban societies in the Near East, Religion 203 which traces their later history, and Egyptian Art (Art 201).

Students should plan for at least one summer of excavation and/or travel. Scholarship aid for this travel is available from the Stecher Fund for qualified students.

Cognitive Science

AN INTERDEPARTMENTAL MAJOR

Director: *Lucas*

A major in Cognitive Science is designed to provide students with the breadth necessary for an interdisciplinary approach to the study of the mind, as well as with substantive training in one of the component disciplines (Psychology, Artificial Intelligence, Linguistics, or Philosophy).

Students majoring in cognitive science must take three of the following four courses, although it is strongly recommended that all four courses be taken. In choosing courses students should be aware of prerequisites for core and concentration courses. A minimum of nine courses is required for the major.

Computer Science 111 (1) (2)
Introduction to Computer Science

Psychology 101 (1) (2)
Introduction to Psychology

Philosophy 215 (2)
Philosophy of Mind

Language Studies 114 (1)
Introduction to Linguistics

In addition, students must take the following three courses:

Computer Science 230 (1) (2)
Data Structures

Psychology 217 (1)
Memory and Cognition

Psychology 330 (1)
Seminar. Cognitive Science

The student must also design a concentration for the major that involves a minimum of four courses, one of which must be at the 300 level. In designing concentrations, students may choose from the following list of electives:

Computer Science 231 (1)
Fundamental Algorithms

Computer Science 232 (1)
Artificial Intelligence

Computer Science 235 (2)
Languages and Automata

Computer Science 249 (2)
Topics in Computer Science. Topic for 1990: The Theory of Programming Languages

Computer Science 305 (2)
Theory of Algorithms

Computer Science 310 (1)
Mathematical Foundations of Computer Science

Computer Science 332
Topics in Artificial Intelligence. *Not offered in 1989-90.*

Computer Science 349
Topics in Computer Science. *Not offered in 1989-90.*

Language Studies 244
Language Form and Meaning. *Not offered in 1989-90.*

Language Studies 312
Bilingualism: An Exploration of Language, Mind and Culture. *Not offered in 1989-90.*

Language Studies 322 (2)
Child Language Acquisition

Philosophy 207 (1)
Philosophy of Language

Philosophy 216 (1) (2)
Logic

Philosophy 314 (2)
Topics in the Theory of Knowledge

Philosophy 345
Seminar. Advanced Topics in Philosophy of Psychology and Social Sciences. *Not offered in 1989-90.*

Philosophy 349 (1)
Selected Topics in Philosophy

(Note: The topics taught in Philosophy 314, 345 and 349 and in Computer Science 349 change from year to year and will not always be relevant to a cognitive science major. Students should consult with their advisors before including these courses in their concentrations.)

Psychology 205 (1) (2)
Statistics

Psychology 214R (2)
Experimental Research Methods

Psychology 216
Psychology of Language. *Not offered in 1989-90.*

Psychology 218
Sensation and Perception. *Not offered in 1989-90.*

Psychology 318 (2)
Seminar. Brain and Behavior

Psychology 319 (1)
Seminar. Psychobiology

Psychology 335
Seminar. Experimental Psychology. *Not offered in 1989-90.*

Computer Science

Associate Professor: *Shull (Chair)*

Assistant Professor: *Gauch, Herskovits*[A], *Khuri*[A], *Long, Wright*[PA]

Lecturer: *Baldwin*[P], *Lonske*[P]

Teaching Assistant: *Attridge*

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110 (1) Computers and Programming

A broad introduction to computers and the art of programming. Students will learn a high-level programming language, and ways to solve problems and implement solutions on a computer. They will also be introduced to the fundamental concepts and applications of computer science. *Open to all students. No prior background with computers or mathematics is expected. Students planning to take more advanced computer science courses should take 111, not 110.*

Mr. Baldwin

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111 (1) (2) Introduction to Computer Science

Introduction to the science of problem-solving and programming. Emphasis is on techniques of algorithm development and programming style. A high-level, block-structured computer programming language is used as a vehicle for that purpose. Topics include: top-down design and stepwise refinement techniques, some searching and sorting algorithms, numerical examples, and business applications involving data manipulation. Students will also be required to complete a term project of reasonable complexity. *Open to all students. Required of students who wish to major in computer science or elect more advanced courses in the field.*

Mr. Baldwin, Ms. Gauch

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230 (1) (2) Data Structures

An introduction to the theory and applications of data structuring techniques. Topics include: internal data representations, abstract data types, stacks, recursion, queues, list structures, hashing, trees, and graphs; algorithms for searching and sorting, and methods for determining their efficiency. *Prerequisite: 111 or by permission of the instructor.*

Ms. Lonske

231 (1) Fundamental Algorithms

An introduction to the design and implementation of fundamental algorithms. Divide-and-conquer, greedy, dynamic programming and backtracking algorithms are covered. Topics include: sorting and searching, graph algorithms and NP-completeness. *Prerequisite: 230.*

The Staff

232 (1) Artificial Intelligence

An introduction to the basic problems and methods of artificial intelligence. To provide a basis for a realistic and concrete understanding of the field, the first part of the course will be a study of the artificial intelligence language LISP. Topics considered in the second part will include knowledge representation, problem solving, logic and deduction, vision, natural language, and planning or expert systems. *Prerequisite: 230 or by permission of the instructor.*

Ms. Gauch

235 (2) Languages and Automata

An introduction to the concepts of languages and automata. Topics include languages, regular expressions, finite automata, grammars, pushdown automata and Turing machines. *Prerequisite: 230, Mathematics 225 (may be concurrent registration).*

Mr. Shull

240 (1) Introduction to Machine Organization

An introduction to machine organization and assembly language programming. Topics include an overview of computer organization, introduction to digital logic and microprogramming, the conventional machine level and assembly language programming, and introduction to operating systems. *Prerequisite: 230. Not open to students who have taken 240 prior to spring 1988.*

Mr. Shull

241 Operating Systems

A survey of operating systems and computer systems architecture. Topics include device management, file systems, multiprocess environments, and memory management. Additional topics as time permits. *Prerequisite: 240. Not offered in 1989-90.*

249 (2) Topics in Computer Science

Topic for 1990: The Theory of Programming Languages. An introduction to the theory of the design and implementation of contemporary programming languages. Topics include the study of programming language syntax, comparison of different types of language processors, study of language representations, and comparison of different language styles, including procedural, functional, object oriented, and logic programming languages. *Prerequisite: 230.*

Mr. Long

301 Compiler Design

A survey of the techniques used in the implementation of programming language translators. Topics include lexical analysis, the theory of parsing and automatic parser generators, semantic analysis, code generation, and optimization techniques. *Prerequisite: 235 (may be concurrent registration), 240. Not offered in 1989-90.*

304 Database Systems

An introduction to the principles of database systems. Topics include: file organization; relational, network and hierarchical data models; query languages; relational database theory; security; and concurrent operations. *Prerequisite: 230 and at least one other Grade II course in computer science, Mathematics 225. Not offered in 1989-90.*

305 (2) Theory of Algorithms

A survey of topics in the analysis of algorithms and in theoretical computer science. Emphasis is placed on asymptotic analysis of the time and space complexity of algorithms. Topics will include fast algorithms for combinatorial problems, introduction to complexity theory and the theory of NP-complete problems. *Prerequisite: 231, Mathematics 225.*

The Staff

307 (1) Introduction to Computer Graphics

A survey of topics in computer graphics with an emphasis on fundamental techniques. Topics include: an exploration of different types of display hardware, fundamentals of two and three dimensional graphics such as clipping, windowing, and coordinate transformations, raster graphics techniques such as line drawing and filling algorithms. *Prerequisite: 231. Not offered 1990-91.*

Mr. Long

310 (1) Mathematical Foundations of Computer Science

A survey of topics in mathematical theory of computation. Topics include: Turing machines (including nondeterministic and universal machines), recursive function theory, Church's thesis, the halting problem and propositional calculus. *Prerequisite: 235, Mathematics 225. Not offered 1990-91.*

Mr. Shull

332 Topics in Artificial Intelligence

A study of selected research areas of artificial intelligence, with a strong emphasis on the development of AI programming techniques. Topics will include some of the following: deductive information retrieval, planning, frame systems, parsing with augmented transition nets, language comprehension, production systems. Course requirements include a substantial programming project. *Prerequisite: 232. Not offered in 1989-90.*

333 (2) Computer Models of Natural Language

Central to the the field of Artificial Intelligence is a new approach to the study of ordinary languages like English. We will examine how computer models shed light on the nature of language and communication. Topics include: syntax and parsing; semantics and knowledge representation; semantic analysis; reasoning and language comprehension and production; pragmatics and computer models of discourse. *Prerequisite: 230 or permission of the instructor. Not offered in 1990-91.*

Ms. Gauch

340 Computer Architecture

An examination of computer hardware organization. Topics include: architecture of digital systems (gates, registers, combinatorial and sequential networks), fundamental building blocks of digital computers, control logic, microprogramming, microprocessor, pipelined and multiprocessor systems and new technologies. The course includes one three hour digital laboratory appointment weekly. *Prerequisite: 240. Not open to students who have taken 260. Not offered in 1989-90.*

349 Topics in Computer Science

A seminar on some advanced topic in computer science (to be determined by program needs and staff interests). *Open to seniors and qualified juniors majoring in Computer Science and by permission of the instructor. Not offered in 1989-90.*

350 (1)(2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors

360 (1)(2) Senior Thesis Research 1 or 2

By permission of the department. See p. 64, Departmental Honors.

370 (1)(2) Senior Thesis

Prerequisite: 360.

Cross-Listed Course

Attention Called

Physics 219 (2)

Modern Electronics Laboratory

Directions for Election

For students in the Class of 1990 a major in computer science must include: Computer Science 230, 240, and at least one additional course at the Grade II level. At least two Grade III courses in Computer Science, not including 350 or 370. Additional courses to complete the required minimum of eight units in Computer Science, subject to the condition that no more than one unit of Grade I work may be counted as part of the required eight. Computer-related courses in other departments or at MIT used to meet this requirement must be approved by the department on an individual basis. In addition, all majors in Computer Science will be expected to complete (1) either Mathematics 225 or Mathematics 305 and (2) at least one additional course in Mathematics at the Grade II or Grade III level.

Beginning with the Class of 1991, a computer science major must include 230, 231, 235, 240, two Grade III courses other than 350 or 370, and at least two additional computer science courses. At most one unit of Grade I work (excluding 110) may be counted as part of the required eight courses. Computer related courses at MIT used to meet the eight course requirement must be approved in *advance* by the department on an individual basis. In addition, all majors in computer science will be expected to complete (1) either Mathematics 225 or Mathematics 305, and (2) at least one additional course in mathematics at the Grade II or Grade III level. Students are encouraged to complete the Grade II level requirements as early in the major as possible.

The computer science minor is recommended for students whose primary interests lie elsewhere, but who wish to obtain a fundamental understanding of computer science. The minor consists of Computer Science 111, 230, at least two units from 231, 235, or 240, and at least one Grade III level computer science course.

Students who expect to go on to do graduate work in computer science are encouraged to concentrate on developing their background in mathematics and are especially encouraged to elect one or more of Computer Science 305,310 or Mathematics 305. In addition, students who are planning either graduate work or technical research work are further encouraged to obtain laboratory experience by electing one or more of Computer Science 301, 340, 350/360 or appropriate courses at MIT.

Economics

Professor: *Case, Goldman, Morrison, Witte*

Associate Professor: *Joyce, Lindauer, Matthaei*[A2], *Nichols (Chair)*

Assistant Professor: *Andrews, Kiray, McClain, Norton, Seitchik*

Instructor: *Skeath, Velenchik*

101 (1) (2) Survey of Modern Economics—Microeconomics

102 (1) (2) Survey of Modern Economics—Macroeconomics

Each course, which may be taken independently and in either order, presents a view of our market economy, beginning with the nature of economics and economic systems, supply and demand analysis, and the development of economic thought. 101, microeconomics, is an analysis of the choices individuals and firms make in the markets where they buy and sell. It deals with questions of equity and efficiency. Policy problems include income distribution, competition and its regulation, health and education as human capital investment, and current economic topics. 102, macroeconomics, is an analysis of the aggregate dimensions of the economy: GNP, national income and employment, price levels and inflation, money and banking, international trade and investment. Policy problems include the role of government, prosperity and depression, investment and economic growth, worldwide economic development, and current economic topics. *Open to all students.*

The Staff

201 (1) (2) Microeconomic Analysis

Microeconomic theory; analysis of the individual household, firm, and industry. Three sections in the first semester and two sections in the second semester. One section in the fall semester, 201M, will require Mathematics 115 (or the equivalent) and will use differential calculus in exposition of the material and in required work. *Prerequisite: 101 and 102.*

Mr. Case, Mr. Morrison, Mr. Nichols, Ms. Skeath

202 (1) (2) Macroeconomic Analysis

Analysis of aggregate income, output, employment, and the price level. Analysis of policies to control inflation and unemployment. Two sections in the fall and three in the spring. In the spring semester, one section (202M) will require Mathematics 115 (or the equivalent) and will be mathematics intensive in the exposition of the material and in required work. *Prerequisite: 101 and 102.*

Mr. Andrews, Mr. Joyce, Ms. Kiray, Mr. Norton

204 (2) U.S. Economic History

Description and analysis of the growth and development of the U.S. economy and its institutions from Colonial times to the 20th century. Emphasis on the "new" economic history: explicit economic models and quantitative methods to analyze historical phenomena, including slavery and the South, the industrial economy and its labor force, the transportation revolutions, and government's role in economic change. *Prerequisite: 101 and 102.*

Mr. Norton

205 (2) The Corporation

The development of the modern corporation and its major activities. Topics include corporate growth, organization, marketing, strategy, forecasting, multinationals, finance and mergers. *Prerequisite: 101 and 102. Not offered in 1989-90.*

210 (1) Financial Markets

Overview of financial markets and institutions, including stock and bond markets, financial intermediaries, money markets, commercial banks and thrifts, monetary policy, foreign lending. *Prerequisite: 101 and 102.*

Mr. Joyce

211 (1) (2) Statistics and Econometrics

Descriptive statistics and an introduction to statistical inference. Expected values, probability distributions, and tests of significance. Classical models of bivariate and multiple regression. Problem solving using the computer. One section in the first semester, 211B, will cover much the same material as 211. However, it will include greater use of graphics and will allow the student to work extensively both on personal computers and the Wellesley mainframe. *Prerequisite: 101 and 102, or for students who have completed one course, and are taking the other, and with instructor's permission in certain cases.*

Ms. McClain, Mr. Morrison, Ms. Witte

212 (2) Financial Accounting and Managerial Economics

Financial accounting: techniques of balance sheet and income statement construction. Managerial decisions: accounting techniques for planning investment, production, and pricing (microeconomics at work). Current policy issues: investment tax credit, accounting for inflation, cash flow and financial resources. Not open to students who have taken accounting at another institution. *Prerequisite: 101 and 102. Not offered in 1989-90.*

214 (2) International Economics

An introduction to international economics in theory and practice. Major emphasis on macroeconomic issues and international finance. Topics to be covered include the gains from trade, foreign exchange markets, balance of payments analysis, international capital flows and international financial institutions. *Prerequisites: 101 and 102.*

Ms. Velenchik

218 (2) The East Asian Economies

Analysis of economic growth in China, Japan, Korea and Taiwan. Special attention paid to the roles of agriculture and industry, trade policy, and planning versus the market place. Other topics include domestic savings behavior, foreign aid, technology transfer, and labor market institutions. The course emphasizes lessons for economic growth provided by East Asia experience as well as the major issues currently confronting these economies. *Prerequisite: 101 and 102, or by permission of instructors.*

Mr. Goldman, Mr. Lindauer

220 (1) Development Economics

Survey and analysis of problems and circumstances of less developed nations. Examination of theories of economic development. Review of policy options and prospects for Third World countries. Specific topics to include: population growth, income distribution, basic needs, rural development and international trade strategies. *Prerequisite: 101 and 102.*

Ms. Velenchik

225 (2) Urban Economics

Analyses of urban and suburban economies with particular reference to urban renewal, income distribution, transportation, housing markets, employment, and the economic development of the inner city. *Prerequisite: 101.*

Mr. Case

228 (2) Environmental and Resource Economics

An investigation of the technological and economic aspects of resource and environmental issues. Includes discussion of renewable and non-renewable resources, waste management and recycling, energy forms, and pollution. Emphasis on using economic tools to identify feasible choices of resource use; some policy analysis. *Prerequsite: 101.*

Ms. McClain

229 (1) Labor Market Institutions and Policy

Analysis of the institutions which influence worker motivation, satisfaction, productivity, and pay. Exploration of the role of workers, governments, unions, and management in determining labor market outcomes. Comparisons of employment systems in the United States, Europe, Japan, and less-developed countries. Topics include gender-based wage differentials, government employment and training policies, labor-management relations. *Prerequisite: 101.*

Mr. Seitchik

230 (2) Contemporary Economic Issues

A course applying introductory macro- and microeconomic analysis to problems of current policy interest. Recent topics: Income, Poverty and Economic Justice; Health Economics. *Prerequisite: 101 and 102. Not offered in 1989-90.*

234 (1) Government Policy: Its Effect on the Marketplace

The United States government imposes regulations on selected markets, restricts competition, corrects market failure, intervenes in the marketplace. These government actions in the American economy will be analyzed using microeconomic tools with primary emphasis on price, profit, quality, and safety regulation. Industry studies will provide a basis for empirical examination of the historical consequences of regulation and deregulation in selected markets. *Prerequisite: 101.*

Mr. Andrews

243 (1) The Sexual Division of Labor

Neo-classical and Marxist-feminist economic analyses of the sexual division of labor, the assignment of women and men to different and complementary work. Causes of the sexual division of labor in the home and marketplace, and its effects on women and men, economic efficiency, and society at large. Analysis of the historical development and recent breakdown of the sexual division of labor in the U.S. and in selected other countries. Evaluation of social policies to achieve sexual equality from an economic standpoint. *Prerequisite: 101. Not offered in 1989-90.*

249 (2) Seminar. Radical Political Economy

Study of radical political economists' critiques of capitalism, and their bases in Marxist, feminist, and anti-racist theories. Comparison with orthodox, neoclassical theory. Exploration of the radical vision of a just economy. Investigation of alternative economic institutions as practiced in the U.S. and abroad. *Prerequisite: 101 or 102, or by permission of the instructor. Not offered in 1989-90.*

301 (1) Comparative Economic Systems

Comparative study of the treatment of economic problems under different economic systems. Analyzes the economic ideology of capitalism, utopian writings, market socialism, workers' management, and Marxism. Functions of prices, profits, and planning in allocation of resources. Compares several capitalist and socialist countries including the U.S. and Yugoslavia. *Prerequisite: 201 or 202.*

Mr. Goldman

305 (2) Industrial Organization

Analytical tools of microeconomics applied to the study of how unregulated markets actually work. The first three-fifths of the course emphasizes positive explanation and theory. The remainder focuses on policy and includes critical analysis of antitrust law. *Prerequisite: 201 and 211.*

Mr. Nichols

310 (1) Public Finance

The role and function of government in a market economy. Issues in tax analysis including equity and efficiency, the effects of taxes on labor and capital supply, tax incidence and optimal taxation. Description and analysis of specific taxes and expenditure programs. *Prerequisite: 201.*

Mr. Case

311 (2) Applied Statistics

Application of econometrics to real world problems. Begins with multiple regression model. Consideration of violations of model assumptions and various manipulations of variables (binary variables, nonlinear and lagged relationships). Development of methods for estimating simultaneous equations such as supply and demand. This course is an applied continuation of statistics and econometrics; it does not require matrix algebra, but will make extensive use of computers. *Prerequisites: 101 or 102 and 211 or 211 (computers). Not offered in 1989-90.*

313 (2) International Macroeconomics

Theory and policy of macroeconomic adjustment in the open economy. Topics to be covered include: the Keynesian model of income and balance of payments determination, the monetary approach to the balance of payments, fixed and floating exchange rate regimes, policy mix and effectiveness with capital mobility, and the asset-market approach to exchange rates. *Prerequisite: 202 and 211.*

Ms. Kiray

314 (1) International Trade Theory

Theory of international trade. Review of mercantilism, comparative advantage and the factor endowment model. Analysis of trade restrictions, such as tariffs and quotas and of the political economy of protectionism. Other topics include: economic integration and the impact of trade on growth. *Prerequisite: 201 and 211.*

Ms. Skeath

315 (1) History of Economic Thought

Analysis of the history of economic theory over the last 250 years. Focus on the development and interaction of two opposed views of the market economy—Classical/Marxian and Neo-classical. Analysis of the issues of scarcity, price determination, income distribution, monopoly, unemployment, economic freedom, sexual and racial inequality, and limits to growth. Student debates on selected issues and search for a middle ground. *Prerequisite: 201 or 202.*

Ms. Matthaei

316 (2) Modern Economic History

Economic development and structural change from the Great Depression to the present. Economic policy in war and peace. International cooperation and division. Economic crises and economic theory. *Prerequisite: 202.*

Mr. Morrison

317 (1) Economic Modeling and Econometrics

Introduction to the theory and practice of econometrics. Includes techniques of model specification, estimation, and evaluation. Both cross-sectional and time series models are considered. Emphasis on both problem solving and the application of techniques to actual data. Computers will be utilized. *Prerequisite: 211, 201 or 202, Mathematics 115, and one other economics course.*

Ms. McClain

320 (2) Seminar. Economic Development

International and macroeconomic issues of the less developed countries. Topics covered include: theories of growth and development, import substitution and export promotion, the foreign exchange constraint, the debt problem, foreign investment, inflation, short-term stabilization policy and income distribution. *Prerequisite: 202.*

Ms. Kiray

325 (2) Law and Economics

Economic analysis of legal rules and institutions. Application of economic theory and empirical methods to the central institutions of the legal system including the common law doctrines of negligence, contract, and property as well as civil, criminal, administrative procedure and family law. The course will contrast economic and noneconomic theories of law and will address the strengths and limitations of the economic approach to law. *Prerequisite: 201.*

Ms. Witte

329 (2) Seminar. Labor Economics

Inquiry into the determinants of employment, unemployment, and wages. Analysis of the wage distribution, racial and gender-based earnings differentials, education, family labor force participation, unions, and government employment policy. Comparison of market, institutionalist, and radical perspectives. Introduction to recent applied economic research concerning unemployment, displaced workers, comparable worth, and other topics. *Prerequisite: 201 and 211.*

Mr. Seitchik

330 (2) Advanced Topics in Economics

Current issues within the discipline of economics. Emphasis on developing appropriate methodology for specific economic questions and on student use of that methodology. Possible topics include: imperfect information, applications of game theory, economic dynamics and chaos theory, qualititative dependent variable estimation, recent developments in time series analysis, and the international trade implications of 1992 (complete Western European economic union). *Prerequisite: varies with topic, usually 201 or 202. Not offered in 1989-90.*

331 (2) Seminar. Monetary Theory and Policy

The formulation of monetary policy and its theoretical foundations. This includes discussion of the latest developments in monetary theory, monetary autonomy in an open economy, the money supply process, and current procedures in the U.S. and other nations. *Prerequisite: 202 and 211. Not offered in 1989-90.*

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors who have taken 201 and 202; 211 is strongly recommended. 350 students will be expected to participate in the Economic Research Seminar (see 360).

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. Students writing a senior honors thesis will be expected to participate regularly throughout the 360 and 370 in the Economic Research Seminar. This weekly seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

Economics is a social science directed to the study of the universal problems of scarcity, choice, and human behavior. It contains elements of formal theory, history, philosophy, and mathematics. Unlike business administration, which deals with specific procedures by which business enterprises are managed, it examines a broad range of institutions and focuses on their interactions.

The complete survey course consists of both Grade I level courses. Neither 101 nor 102 is a prerequisite for the other and either may be elected separately for one unit of credit.

Any student who plans to take economics after 101 and 102 should consult a department advisor. See also the Department Handbook.

An economics major must include 101, 102, 201, 202, 211, two 300-level courses, and at least one other course. The department discourages a minimum major with only two Grade III courses. 201, 202, and 211 should be taken at Wellesley: permission to take these courses elsewhere must be obtained in advance from the department chair. Also, an economics major must take more than half of her Grade III economics units at Wellesley; permission for an exception must be obtained in advance from the chair.

Choosing courses to complete the major requires careful thought. All majors should choose an advisor and consult him/her regularly. Students are also advised to consult the Department Handbook, which deals with a variety of topics including preparation in mathematics, desirable courses for those interested in graduate study in economics, and complementary courses outside economics. Calculus, along with a few other mathematical tools, is increasingly central to the literature of mainstream economics. We strongly suggest that all students of economic phenomona take at least Math 115 early in their careers at Wellesley, and also consult a departmental advisor about whether more math courses might be desirable.

The economics minor is recommended for students wishing to develop competence in economics in preparation for work or graduate study in law, business, public administration, area studies, international relations, public health, medicine, etc. The minor consists of: (A) 101 and 102 and (B) 211 and (C) 2 additional 200 level units, excluding 201 and 202. The plan for this option should be carefully prepared; a student wishing to add the economics minor to the major in another field should consult a faculty advisor in economics.

Students are urged to supplement their program in economics with courses from many other disciplines in the liberal arts, especially history, political science, and sociology.

Education

Associate Professor: *Brenzel (Chair)*

Assistant Professor: *Beatty, Hawes*[P]

Associate in Education: *Andreu, Avots, Beevers, Contompasis, Cousens, Grodberg, Hayes, Ivasca, November, Whitbeck, White*

102 (1) (B[1] Education in Philosophical Perspective

A philosophical introduction to ideas and problems of education. Topics include: educational aims, evaluation, and judgment; the nature of learning, growth, and motivation; schools, curriculum, and methods of teaching; liberal education and critical thinking; tradition and reform; and educational rights and responsibilities. These topics will be considered in their own right and in light of texts by such writers as Plato, Rousseau, Emerson, and Dewey. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill requirements for teacher certification. *Open to all students. Not offered in 1989-90.*

Mr. Hawes

202 (2) (B[2] Educating the Exception: Social Responsibility for Nontraditional Students

This course will consider the psychological, social and pedagogical needs of those members of society who have traditionally been excluded from mainstream education. The principal focus will be on handicapped students, including those with learning disabilities. Attention will also be paid to foreign students and returning adult women. Social and personal ethics will be examined, and related public policy explored. *Open to all students. Not offered in 1989-90.*

Ms. Leonard

206 (2) (B[1,2]) Women, Education, and Work

Examination of ways in which the background of women, the educational system, and the structure of work affect the lives of women, from a historical, sociological, and public policy point of view. Relationships between educational institutions and the economy, and intersections among the family lives, educational experience, and work lives of women will be studied. *Open to students who have taken one unit in Group B. Not offered in 1989-90.*

Ms. Brenzel

212 (1) (B[1]) History of American Education

Study of the various historical conflicts and controversies leading to the development of education as a central force in American culture. Topics include the popularization of educational institutions, their role in socializing the young, women's participation in the educational system, and, generally, the effects of political, economic, and social forces in shaping American education. Emphasis will be placed on examining the frequently conflicting purposes of American education. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill state requirements for teacher certification. *Open to all students.*

Ms. Brenzel

214 (2) (B[1,2]) Youth, Culture, and Student Activism in Twentieth-Century America

Traditionally, educational institutions have separated youth from the larger society. At the same time, schools have been the seedbeds of youth unrest and student activism. The political activities of student groups will be studied in light of changing definitions of youth, their schooling, and dissent. We will address the relationship between society's efforts to educate the young and student activism among youth in schools as well as among "drop outs" and other disaffiliated groups. *Open to all students.*

Ms. Brenzel

216 (2) (B[2]) Education, Society, and Social Policy

An examination and analysis of educational policies in a social context. The justification, formulation, implementation, and evaluation of these policies will be studied with emphasis on issues such as inequality, desegregation, tensions between communities and schools, parental choice, and the provision of various educational services. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill requirements for teacher certification. *Open to all students.*

Ms. Beatty

220 (1) (2) Observation and Fieldwork

Observation and fieldwork in educational settings. This course completes the requirement of at least three documented introductory field experiences of satisfactory quality and duration necessary for teacher certification. Arrangements may be made for observation and tutoring in various types of educational programs; at least one urban field experience is strongly recommended. Students should discuss their plans for fieldwork with a member of the

department and must apply for admission to this course in the semester before it is taken. Open only to students who plan to student teach and by permission of the instructor. *Prerequisite: 300. Mandatory credit/noncredit.*

Mr. Hawes

300 (1) Educational Theory, Curriculum, Evaluation, and Instruction

An examination of the major theories underlying what is taught in schools. The course focuses on the relation of curriculum to intellectual development, learning, and the structure of the disciplines as well as on curriculum development, testing, evaluation, and instruction. Relevant field placement will be available for all students; it is mandatory for those wishing to fulfill requirements for teacher certification. *Open to all students. Required for teacher certification. Prerequisite: 102, 212 or 216, or by permission of the instructor.*

Ms. Beatty

302 (2) Methods and Materials of Teaching

Study and observation of teaching techniques, the role of the teacher, classroom interactions, and individual and group learning. Examination of curriculum materials and classroom practice in specific teaching fields. *Open only to students doing student teaching. Required for teacher certification. Students electing 302 and 303 may include in addition one unit usually of independent study in the same semester. Prerequisite: 300 and at least one of 102, 212, or 216, and by permission of the department.*

Ms. Beatty, Mr. Hawes

303 (2) Practicum — Curriculum and Supervised Teaching

Observation, supervised teaching, and curriculum development in students' teaching fields throughout the semester. Attendance at appropriate school placement required full time five days a week. Students electing 302 and 303 may include in addition one unit usually of independent study in the same semester. Required for teacher certification. *Students must apply to the department for admission to this course in the semester before it is taken. Corequisite: 302.*

Ms. Beatty, Mr. Hawes, and Staff

305 (1) Interdisciplinary Seminar in Mathematics and Science

This seminar will examine topics pertinent to the teaching and learning of mathematics and science in schools, including questions of curriculum, teaching method, learning styles, and educational policy. The impact of technology on education and the technological tools used in education will be considered also. *By permission of instructor. Not offered in 1989-90.*

Mr. Hawes

307 (2) (B[2]) Seminar. Law, Ethics, and Education

Study of federal and state statutory and constitutional law governing public education as it reveals public purposes of education, the legal status of students and teachers, the requirements for equal educational opportunity, and the basis of public school finance. Emphasis on ethical aspects of issues such as student rights, academic freedom, and affirmative action. Attention will be paid to the comprehension and interpretation of legal cases and, to a limited extent, to methods of independent legal research. Special attention will be paid to efforts to desegregate the Boston Public Schools. *Open to juniors and seniors. Not offered in 1989-90.*

308 (2) Seminar. Foreign Language Methodology

A course in the pedagogical methods of foreign languages intended to apply to any foreign language; emphasizes the interdependence of the four language skills—listening, speaking, reading, writing; introduces students to a theoretical study of linguistic and psychological issues necessary to evaluate new ways of presenting language material. This seminar will focus on selected texts and readings on the methodology of foreign-language teaching. *By permission of instructor. Not offered in 1989-90.*

Ms. Renjilian-Burgy

312 (1) (B[1]) Seminar. History of Child Rearing and the Family

Examination of the American family and the emerging role of the state in assuming responsibility for child rearing and education. Study of the role of institutions and social policy in historical and contemporary attempts to shape the lives of children and families of differing social, economic, racial, and ethnic backgrounds. *Open to juniors and seniors without prerequisite.*

Ms. Brenzel

350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

Directions for Election

With the exception of Education 302 and 303 the department's courses are designed for all students and not simply those planning a career in public or private school teaching. Students who wish to be certified as high school (grades 9-12) teachers upon graduation should obtain the department's published description of the requirements of the Commonwealth of Massachusetts and the College's program for meeting those requirements. Briefly, the program requires students to take specific courses within their teaching fields and at least five additional courses (two of which are the student teaching practicum and accompanying seminar, Education 303 and 302).

Required:

Education 102 or 212 or 216, 300, 302 and 303; Psychology 207 or 208 or MIT 9.90.

The Commonwealth requires that three courses taken prior to student teaching include field experience. The department has arranged field experiences that students may take in conjunction with three groups of courses: Education 102 or 212 or 216; Psychology 207 or 208 or MIT 9.90; and Education 300. Students who plan to student teach may register for Education 220, a field work course which credits these field experiences, and which may be taken with permission of the department spring semester of the junior year or fall or spring semester of the senior year. In some circumstances, students may meet some of the requirements by submitting evidence of similar experience. Students should plan their program of studies to fulfill these requirements in consultation with a member of the department before the end of the sophomore year.

Certification in Massachusetts is recognized by many other states.

A minor for students seeking teacher certification (5 units) consists of: (A) 102 or 212 or 216; (B) 220; and (C) 300, 302 and 303. A minor for students in the study of education (5 units) consists of: (A) 4 units from the following: 102, 206, 212, 214; 216 and (B) any 300 level non-practicum unit.

Cross-Listed Courses

For Credit

Psychology 207 (1) (2)

Developmental Psychology

Psychology 208

Adolescence. *Not offered in 1989-90.*

Psychology 248

Psychology of Teaching, Learning, and Motivation. *Not offered in 1989-90.*

English

Professor Emeritus: *Ferry*

Professor: *Garis, Finkelpearl, Craig, Bidart, Sabin, Cain, Harman (Chair)*

Associate Professor: *Peltason, Tyler, Rosenwald, Lynch*

Assistant Professor: *Shetley, Sides, Williams, Levine*[A], *Reinert, Webb, Quinney*

Instructor: *Meyer*

Lecturer: *Stubbs*[P], *McCauley*[P]

101 (1) (2) Critical Interpretation

A course designed to increase power and skill in critical interpretation by the detailed reading of individual works of literature in historical context. *Open to all students. Required of English majors. Ordinarily taken in first or sophomore year.*

The Staff

112 (1) Introduction to Shakespeare

The study of a number of representative plays with emphasis on their dramatic and poetic aspects. *Open to all students. Especially recommended to nonmajors.*

Miss Craig

125 (1) (2)

This course satisfies the college-wide writing requirement. For a complete description of sections taught by members of the English Department, see Writing Program in this catalog. Students interested in participating as tutors or tutees in a special tutorial section of 125 should see Ms. Stubbs or their class dean.

127 (2) Modern Drama

An introduction to the theory and practice of European drama from Ibsen to the present. Major authors: Ibsen, Brecht, Beckett, Artaud, Ionesco, Weiss, Handke. *Open to all students. Not offered in 89-90.*

200 (1) (2) Intermediate Expository Writing

Practice in writing and revising expository essays. Frequent class discussion of work in progress, emphasizing the process of developing ideas and refining them in words on paper. Assigned readings, fiction and non-fiction, provide texts for a variety of writing assignments. May be elected by transfer and Continuing Education students to satisfy the writing requirement. *Mandatory credit/noncredit.*

Mr. Cain

202 (1) Poetry

The writing of short lyrics and the study of the art and craft of poetry. *Open to all students; enrollment limited to 15.*

Mr. Bidart

203 (1) (2) Short Narrative

The writing of the short story; frequent class discussion of student writing, with some reference to established examples of the genre. *Prerequisite: same as for 202.*

Ms. Sides, Mr. McCauley

211 (2) Medieval Literature

Medieval English literature, focusing on the major literary forms of the late medieval period. A study of allegory and romance narrative, poetic conventions like the dream, and the influence of changing social conditions and a changing idiom on poetic practice. Works will include, for example, *Sir Gawain and the Green Knight, The Lover's Confession, Piers Plowman*, and selected secular and religious lyrics. *Open to all students. Not offered in 1989-90.*

213 (1) Chaucer

An introduction to Chaucer's poetry, to Middle English, and to medieval culture through readings in *The Canterbury Tales* and selected shorter poems. *Open to all students.*

Ms. Lynch

216 (1) (2) English Survey

Anglo Saxon times to the present. Problems of defining a "tradition" and of close-reading within it. A test of T.S. Eliot's notion that "not only the best, but the most individual parts of (a poet's) work may be those in which the dead poets, his ancestors, assert their immortality most vigorously." *One unit of credit may be given for 216 (1), but 216 (2) cannot be taken without 216 (1).*

Mr. Tyler

222 (1) Renaissance Literature

An introduction to major Renaissance authors such as Marlowe, Spenser, Sidney, Shakespeare, Jonson and Montaigne, and to their preoccupation with the problem of representation. Some attention to comparisons between dramatic and non-dramatic texts, to pamphlet literature and to classical sources. *Open to all students. Not offered in 1989-90.*

223 (1) Shakespeare Part I: The Elizabethan Period

Plays written between 1591 and 1603, for example: *Richard II, Henry IV, A Midsummer Night's Dream, Twelfth Night, Julius Caesar, Hamlet, Troilus and Cressida. Prerequisite: 101.*

Mr. Finkelpearl, Mrs. Sabin

224 (2) Shakespeare Part II: The Jacobean Period

Plays written between 1603 and 1611, for example: *Othello, King Lear, Macbeth, Antony and Cleopatra, The Winter's Tale, The Tempest. Prerequisite: 101.*

Miss Craig, Mr. Finkelpearl

227 (2) Milton

An intensive study of his poetry in several genres, with some consideration of his prose. *Open to all students.*

Mr. Ferry

234 (2) Restoration and Eighteenth-Century Literature

Study of works in several genres by writers from the Augustan period through the Age of Sensibility. Authors to include Dryden, Pope, Swift, Aphra Behn, Johnson, Burke, Christopher Smart, Ann Radcliffe, and Jane Austen. *Open to all students.*

Ms. Quinney

241 (1) Romantic Poetry

Study of a selection of poems, and some prose, by the chief Romantic poets: Blake, Wordsworth, Coleridge, Shelley and Keats. *Open to all students.*

Ms. Quinney

245 (2) Victorian Literature

Poetry, fiction, and social criticism by major Victorian writers, including Mill, Carlyle, Dickens, Tennyson, Browning, Ruskin, and Arnold. *Open to all students. Not offered in 1989-90.*

251 (1) Modern Poetry

Twentieth-century poetry and poets, emphasizing the sources and achievements of the modernist revolution. Such major figures as Yeats, Eliot, Pound, Stevens, Frost, Williams and Lowell will be studied. *Open to all students.*

Mr. Bidart

261 (2) The Beginnings of American Literature

A study of how American literature and the idea of America came into being, looking at literary texts in their social, historical, and intellectual contexts. Major authors: Rowlandson, Edwards, Franklin, Rowson, Irving, Cooper, Poe. *Open to all students.*

Mr. Rosenwald

262 (1) The American Renaissance

A study of the first great flowering of American literature, paying close attention to the central texts in themselves and in their relations with one another. Major authors: Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson, Stowe. *Open to all students.*

Mr. Cain

266 (1) (2) Early Modern American Literature

Study of major American writers from the Civil War to the 1920's. Twain, Crane, James, Dreiser, Wharton, Hemingway, Faulkner. *Open to all students.*

Mr. Peltason, Mr. Williams, Ms. Meyer

267 (1) (2) Late Modern and Contemporary American Literature

American poetry and prose from World War II to the present. Among the writers likely to be studied are Mailer, Baldwin, Pynchon, Styron, Lowell, Bellow, Bishop, Nabokov, Ellison, Alice Walker, and others. *Open to all students.*

Mr. Shetley, Mr. Williams, Mr. Peltason

271 (2) The History of the English Novel I

The 18th-century English novel. Writers likely to be studied include: Defoe, Richardson, Fielding, Sterne, Jane Austen. *Open to all students.*

Mr. Reinert

272 (1) (2) The History of the English Novel II

The 19th-century English novel. Writers likely to be studied include Mary Shelley, Charlotte Brontë, Emily Brontë, Charles Dickens, George Eliot, Elizabeth Gaskell, Thomas Hardy, Henry James. *Open to all students.*

Ms. Meyer, Mrs. Sabin

273 (1) (2) The History of the English Novel III

The 20th-century English novel. Writers likely to be studied include E. M. Forster, D.H. Lawrence, James Joyce, Virginia Woolf, Samuel Beckett, Jean Rhys, Doris Lessing. *Open to all students.*

Ms. Webb, Ms. Harman

283 (1) English Drama I

Theories of the origins of drama; medieval guild, miracle, and morality plays; Tudor interludes. Earlier Elizabethan drama, concentrating on Marlowe and Jonson. *Open to all students. Not offered in 1989-90.*

284 (2) English Drama II

Jacobean drama: Webster, Tourneur, Marston, Chapman, Beaumont and Fletcher, Massinger. Restoration drama, notably Congreve. Eighteenth-century drama, notably Sheridan. A brief look at such modern playwrights as Wilde and Shaw. *Open to all students. Not offered in 1989-90.*

301 (2) Advanced Writing/Fiction

Techniques of short story writing together with practice in critical evaluation of student work. *Open by permission of the instructor to students who have taken one Grade II writing course.*

Mr. McCauley

302 (2) Advanced Writing/Poetry

Intensive practice in the writing of poetry. *Prerequisite: 202 or permission of the instructor.*

Mr. Bidart

313 (2) Advanced Studies in Chaucer

Investigation of a special topic in Chaucer, this year poetry excluding the *Canterbury Tales*, with special attention to Chaucer's philosophy in the dream visions and *Troilus and Criseyde. Prerequisite: 211 or 213 or by permission of the instructor to other students with experience in reading Middle English.*

Ms. Lynch

320 (1) Literary Cross-Currents

Topic for 1989-90: Imagining Reality Outside the Middle Class. Designed to explore the complex real and imaginative efforts of diverse writers to reach beyond their class-bound experience. Emphasis on moral and political ambiguities as well as on individual literary accomplishments. Material to include students' own direct experience of the issues raised by such writers as: Wordsworth, Tolstoi, Chekhov, Orwell, James Agee, Lu Xun, Nadine Gordimer. Some reading in non-literary genres, such as journalism, social work advocacy, oral history. *Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.*

Mrs. Sabin

325 (1) Advanced Studies in the Renaissance

Topic for 1989-90: Jacobean Drama. Plays by such Jacobean dramatists as Jonson, Marston, Middleton, Beaumont and Fletcher, Chapman, Shakespeare, Webster, Tourneur, and Massinger studied in their social setting. *Prerequisite: same as for 320.*

Mr. Finkelpearl

327 (1) Seventeenth-Century Poetry

Close study of the major poets of the first half of the century, exclusive of Milton: John Donne, Ben Jonson, George Herbert and Andrew Marvell. *Prerequisite: same as for 320. Not offered in 1989-90.*

331 (1) The Age of Satire

A study of satire as social response and as literary phenomenon, exemplified in the work of such writers as Dryden, Congreve, Gay, Swift, and Pope. *Prerequisite: same as for 320.*

Ms. Sides

333 (1) From Neoclassic to Romantic

A study of the revolution in literary theory and practice that took place in England during the last quarter of the 18th and the first quarter of the 19th century. Authors likely to be studied include: Sir Joshua Reynolds, Samuel Johnson, Edmund Burke, William Blake, Jane Austen, William Wordsworth, Samuel Taylor Coleridge. *Prerequisite: same as for 320. Not offered in 1989-90.*

341 (2) Advanced Studies in the Romantic Period

Topic for 1989-90: The Romantic Origins of "English." Ideas about the special powers of the English language and English genius. *Prerequisite: same as for 320.*

Mr. Tyler

345 (2) Victorian and Modern Literature

Topic for 1989-90: The Bloomsbury Group. Study of a major literary and artistic circle in England early this century, paying special attention to the group's relationship to its Victorian forebears. Writers likely to be studied include Leonard and Virginia Woolf, E.M. Forster, Lytton Strachey, Katherine Mansfield, T.S. Eliot, Roger Fry; Walter Pater, Matthew Arnold, G.E. Moore, Oscar Wilde. *Prerequisite: same as for 320.*

Ms. Webb

350 (1) (2) Research or Individual Study 1 or 2

Open to qualified students by permission of the instructor and the chair of the department. Two or more Grade II or Grade III units in the department are ordinarily a prerequisite.

351 (2) Advanced Studies in Modern Poetry

Topic for 1989-90: Technology and Modernism. The response of some leading American Modernist poets—Hart Crane, Marianne Moore, Wallace Stevens, and William Carlos Williams—to a newly mechanized America. *Prerequisite: same as for 320.*

Mr. Shetley

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

363 (2) Advanced Studies in American Literature

Topic for 1989-90: Literature and Biography: Hemingway and Wharton. Detailed study of Hemingway's and Wharton's work as a whole, seen in relation to autobiographical writings and recent biographies. *Prerequisite: same as for 320.*

Mr. Cain

370 (1) (2) Senior Thesis

Prerequisite: 360.

372 (1) Advanced Studies in the Novel

Topic for 1989-90: Joyce and Beckett. Close reading of Joyce's *Ulysses* and Beckett's trilogy (*Molloy, Malone Dies* and *The Unnamable*). *Prerequisite: same as for 320.*

Mr. Garis

381 (2) Linguistics, Philology and English Literature

Not offered in 1989-90.

382 (1) Criticism

A survey of major developments in literary theory and criticism since the 1930's. Discussion will focus on important new perspectives—including deconstruction, Marxism, and Feminism—and crucial individual theorists—including Derrida, Lukàcs, de Man, and Irigaray. *Prerequisite: same as for 320.*

Mr. Reinert

383 (1) Women In Literature, Culture, and Society

Topic for 1989-90: The Private/Public Dilemma. An exploration of the meaning of private and public experience in writing by and about 19th- and early 20th-century Englishwomen. Essays by Mill, Ruskin, Engels, and others. Readings in periodical literature and parliamentary debates on the "woman question." Novels by Gaskell, Brontë, Eliot, James, Gissing, Wells, Woolf. *Prerequisite: same as for 320.*

Ms. Harman

386 (1) Seminar

Topic for 1989-90: Modern Love Poetry. A study of the wealth of love poetry, from Yeats to Adrienne Rich, which has flourished in the midst of the un-romantic twentieth century. Poems by nineteenth-century precursors (Meredith and Hardy), Yeats's poems to Maud Gonne, poetry of Eliot and Lowell, and contemporary lyrics. *Prerequisite: same as for 320. Enrollment limited to 15.*

Miss Craig

387 (2) Seminar

Topic for 1989-90: Jane Austen. The complete works, with some attention to biography and contemporary criticism. *Prerequisite: same as for 320. Enrollment limited to 15.*

Mr. Peltason

Cross-Listed Courses

For Credit

American Studies 315 (1)

Topic for 1989-90: American Diaries, American Selves, American Scenes

Black Studies 150 b (1) (A)

Black Autobiography

Black Studies 150 c (2) (A)

The Harlem Renaissance

Black Studies 201 (1) (A)

The Afro-American Literary Tradition

Black Studies 211 (2) (A)

Introduction to African Literature. *Not offered in 1989-90.*

Black Studies 212 (2) (A)

Black Women Writers

Black Studies 234 (2) (A)

Introduction to West Indian Literature. *Not offered in 1989-90.*

Black Studies 266 (2) (A)

Black Drama. *Not offered in 1989-90.*

Black Studies 310 (2) (A)

Seminar. Black Literature. *Not offered in 1989-90.*

Black Studies 335 (2) (A)

Women Writers of the English-Speaking Caribbean. *Not offered in 1989-90.*

Extradepartmental 231 (2)

Classic American Sound Film

Medieval/Renaissance Studies 247 (2)

Arthurian Legends

Cross-Listed Courses

Attention Called

Extradepartmental 200 (1-2)

Classic Texts in Contemporary Perspective

Directions for Election

Grade I literature courses are open to all students and presume no previous college experience in literary study. They provide good introductions to such study because of their subject matter or focus on training in the skills of critical reading and writing. Grade II courses, also open to all students, presume some competence in those skills. They treat major writers and historical periods, and provide training in making comparisons and connections between different works, writers, and ideas. Grade III courses encourage both students and teachers to pursue their special interests. They presume a greater overall competence, together with some previous experience in the study of major writers, periods, and ideas in English or American literature. They are open to all those who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor or chair to other qualified students. For admission to seminars and for independent work (350), students of at least B+ standing in the work of the department will have first consideration. Students are encouraged to consult with the instructors of courses they are interested in. Students should consult the more complete descriptions of all courses, composed by their instructors, posted on bulletin boards in Founders Hall, and available from the department secretary.

The English Department does not grant credit towards the major for AP courses taken in high school. First year students contemplating further study in English are encouraged to consult the Department Chair or the advisor for first year students in relation to their course selection. Students majoring in English should discuss their programs with their major advisors, and should consult with them about any changes they wish to make in the course of their junior and senior years.

The English major consists of a minimum of eight courses, six of which must be in literature. At least four of the latter courses must be above Grade I and at least two at the Grade III level. Neither Writing 125 nor English 200 may be counted toward the major. For all students beginning their concentration in or after 1987-88, at least six of the courses for the major must be taken at Wellesley, including the two required Grade III level courses. Independent work (350, 360 or 370) does not fulfill the minimum requirement of two Grade III level courses for the major.

All students majoring in English must take Critical Interpretation (101), at least one course in Shakespeare (at the Grade II level), and two courses focused on literature written before 1900, of which at least one must focus on writing before 1800. Students who have had work equivalent to 101 at the college level may apply to the chair for exemption from the Critical Interpretation requirement.

A minor in English (5 units) consists of: (A) 101 and (B) at least 1 unit on literature written before 1900 and (C) at least one 300 level unit, excluding 350 and (D) at least 4 of the 5 units, including the 300 level course, must be Wellesley units; a maximum of 2 creative writing units can be included.

The department offers a choice of three programs for Honors. Under Program I the honors candidate does two units of independent research culminating in a thesis or a project in creative writing. Programs II and III offer an opportunity to receive Honors on the basis of work done for regular courses; these programs carry no additional course credit. A candidate electing Program II takes a written examination in a field defined by several of her related courses (e.g., the Renaissance, drama, criticism). One electing Program III presents a dossier of essays written for several courses with a statement of connections between them and critical questions raised by them.

Special attention is called to the range of courses in writing offered by the College. Writing 125 is open to all students who want to improve their skills in writing expository essays. Writing 125X is open, with the permission of the instructor, to students who would benefit from a continuation of Writing 125 or from an individual tutorial. English 200 is a

new course made possible through an endowed fund given by Luther I. Replogle in memory of his wife, Elizabeth McIlvaine Replogle. It is a workshop designed especially for juniors and seniors who want training in expository writing on a level above that of Writing 125, and it satisfies the writing requirement for transfer and Continuing Education students. Courses in the writing of poetry and fiction (Grades II and III) are planned as workshops with small group meetings and frequent individual conferences. In addition, qualified students may apply for one or two units of Independent Study (350) in writing. Grade II and Grade III courses in writing and 350 writing projects as well, may at the discretion of the instructor be offered credit/noncredit/credit-with-distinction. Knowledge of English and American history, of the course of European thought, of theatre studies, and of at least one foreign literature at an advanced level is of great value to the student of English.

Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of two foreign languages.

Experimental Courses

According to College legislation, the student-faculty Committee on Educational Research and Development has the authority to recommend experimental courses and programs to Academic Council. Faculty members and students are invited to submit their ideas to the Committee. An experimental program in Technology Studies is described on p. 218. In addition, for 1989-90 the following experimental course will be offered:

224 (2) The Cultural Tradition and Identity of Twentieth-Century Hispanic Women

Examination of the achievements and legacies of Hispanic women in literature, visual arts, and politics. The achievements of Hispanic women and the factors that have contributed to the silences in women's voices will be explored. Issues of gender, race and privilege will be integrated into classroom discussion. Gabriela Mistral, Eva Perón and Frida Kahlo will be included. *Open to all students.*

Ms. Agosín

308 (January) Tropical Ecology in Belize

Ecology of rainforest animals and plants, coral reefs, and mangrove forests is examined during a 24-day course taught in Belize, Central America. Living and laboratory facilities for the first half of the course are in intact lowland rainforest; the second half is based on an island bordering a barrier reef. Course work is carried out primarily out-of-doors, and includes introduction to the flora and fauna, lectures, and field tests of student-generated hypotheses. *Prerequisite: Biological Sciences 201 and permission of the instructors. Enrollment limited to twelve students.*

Ms. Moore, Mr. Rodenhouse

Extradepartmental

The following section includes several separate courses of interest to students in various disciplines.

121 (2) Into the Ocean World: Marine Studies Seminar

This comprehensive interdisciplinary course examines the sea's complexity and the far-reaching consequences of our interactions with it. The teaching team is composed of specialists in the sciences, social sciences, humanities and arts, each with an interest in marine issues and each with a commitment to bridging the gaps between disciplines and between abstractions and reality. Offered by the Massachusetts Bay Marine Studies Consortium. *No prerequisites. Open to two students by permission of the Consortium representative.*

123 (2) Water: Planning for the Future

Water has shaped our planet, our history, our economy, our culture. How we manage it will shape our future. This course will look at water from scientific, historical and political viewpoints and will examine contemporary water problems. The Boston metropolitan area's water supply system will be used as a case study. Offered by the Massachusetts Bay Marine Studies Consortium. *No prerequisites. Open to two students by permission of the Consortium representative.*

124 (2) Marine Mammals: Biology and Conservation

An introduction to the biology and natural history of marine mammals, with particular emphasis on whales, dolphins and seals of the western North Atlantic. Topics include evolution, anatomy, behavior, field identification, the history of whaling, and contemporary conservation issues. Offered by the Massachusetts Bay Marine Studies Consortium. *Open to two students by permission of the Consortium representative.*

126 (2) The Maritime History of New England

The sea has shaped New England. This course will survey the sea's legacy from the earliest Indian fishery to the shipbuilding and commerce of today. Course themes will include historical, political and economic developments, and there will be particular attention to insights gleaned from the investigation of shipwrecks, time capsules of discrete moments from New England's past. Classes will include visits to museums, a field session at a maritime archaeology site, and guest lectures on current research projects. Offered by the Massachusetts Bay Marine Studies Consortium. *No prerequisites. Open to two students by permission of the Consortium representative.*

200 (1-2) Classic Texts in Contemporary Perspective

An introduction to the classic texts of western literature. First semester: Homer, Sappho, Sophocles, Plato, Vergil, Augustine, Gottfried von Strassburg, Dante, Cervantes. Second semester: Shakespeare, Montaigne, Swift, Diderot, Goethe, George Eliot, Dostoyevsky, Kafka. The course has two purposes. First, of course: to introduce students to these great books, which fewer and fewer people have read. Second: to look at these books *critically*, in an attempt to make both their enduring values and their problematic biases productive for our own egalitarian cultural visions. *Team-taught; both instructors present and active at all sessions. Three sessions per week. All works read in their entirety. Enrollment in both semesters strongly encouraged, but not required. Second semester open to students who have not taken the first. Open to all students.*

Mr. Kruse, Mr. Rosenwald

216 (1) (C) Mathematics for the Physical Sciences

Mathematical preparation for advanced physical science courses. Topics include advanced integration techniques, complex numbers, vectors and tensors, vector calculus, ordinary differential equations, Fourier series and transforms, partial differential equations and special functions (Legendre, Laguerre, and Hermite polynomials, Bessel functions), matrices, operators, linear algebra, and approximation techniques. *Prerequisite: Mathematics 116 or 120, and Physics 104, [105], 107, [109] or [110].*

223 (B) Women in Science

An inquiry into the emergence of modern science, the role that women have played in its development, and the biographies of some prominent women scientists. Consideration will be given to literature on sex differences in scientific ability, the role of gender in science, and the feminist critique of science. *Not offered in 1989-90.*

231 (2) Classic American Sound Film

Close study of the complex elements that went into forming the most significant genres of Hollywood films from 1930 to the present. Emphasis on screwball comedy, the western, crime films and *film noir*. The course will conclude with a brief survey of the work of Stanley Kubrick. Some attention to the studio system as an artistic and commercial institution.

Several short written assignments and a longer final paper. Frequent screenings of the films under discussion; students are required to see each film at least twice. *Open to all students.*

Mr. Garis

232 (2) New Literatures: Lesbian and Gay Fiction in America

Novels and short stories by lesbian and gay writers of the post-Liberation period, including Rita Mae Brown, Judy Grahn, Jane Rule, Audre Lorde, Joan Nestle, Edmund White, Andrew Holleran, Robert Ferro, David Leavitt, and Robert Gluck. *Open to all students.*

Mr. Stambolian

233 The Literature and Politics of the Latin American Dictator

An exploration of the politics and literature of dictatorship in Latin America, emphasizing both historical and contemporary examples. Case studies include Brazil, Argentina, Guatemala, Panama, Colombia, Cuba and Paraguay. The roots of the dictator's power and the characteristics of his political rule will be examined, as well as his impact on literature and daily life. The portrayal of the "real" dictator through the literary imagination of the writer will be analyzed. *Not offered in 1989-90.*

Ms. Wasserspring, Ms. Agosin

256 (1) Social Justice in Liberalism, Marxism and Islam

A comparative study of social justice in cultures shaped by Liberal, Marxist and Islamic thought. Attention to social justice at the familial, local and international levels, with focus on its core concepts and their development. Materials drawn from religion, philosophy, law and literature; method interdisciplinary (sociological, historical, philosophical). Readings from Locke, Rousseau, Kant, Rawls, Nozick; Saint Simon, Proudhon, Marx, Stalin, Gramsci, Marcuse; Avicenna, Averroes, Ghazali, Abduh, Iqbal, Mawdudi, Shari'ati. *Open to all students. Not offered in 1989-90.*

325 (2) The Art and Politics of the Nude

An interdisciplinary study of the nude in Western culture as an expression of contending myths and ideologies with emphasis on its relation to contemporary social and artistic values. Painting, photography, popular imagery, and films will be examined in conjunction with a broad range of literary, psychological, and philosophical texts selected to foster debate and to provide new methods of inquiry and analysis. *Open to juniors and seniors by permission of the instructor. Not offered in 1989-90. Offered in 1990-91.*

Mr. Stambolian

330 Seminar. Comparative Literature

Prerequisite: one Grade II level course in literature or permission of the instructor. Not offered in 1989-90. Offered in 1990-91.

First Year Cluster Program

Not offered in 1989-90.

French

INTERDEPARTMENTAL MAJOR

French Studies

Professor: *Galand, Stambolian, Mistacco*[A2], *Gillain, Lydgate*

Associate Professor: *Grimaud (Chair), Respaut, Levitt, Raffy*

Assistant Professor: *Lane, Lagarde, Masson, Baier*[B], *Tranvouez*

Lecturer: Egron-Sparrow[A]

All courses (except 220) are conducted in French. Oral expression and composition are stressed.

The Department reserves the right to place new students in the courses for which they seem best prepared and to assign them to specific sections depending upon enrollments.

Qualified students are encouraged to spend the junior year in France on the Wellesley-in-Aix program or another approved program. **See p. 62.**

101-102 (1-2) Beginning French 2

Intensive training in French, with special emphasis on culture, communication, and self-expression. A multi-media course, based on the video series *French in Action*. Weekly audiovisual presentations introduce new cultural and linguistic material. Regular video and audio assignments in the language laboratory. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to students who do not present French for admission or by permission.*

Ms. Baier, Mr. Lydgate

131-132 (1-2) Intermediate French 2

Continued intensive training in communications skills, self-expression, and cultural insight, using the video series *French in Action*. Weekly audiovisual presentations. Regular video and audio assignments in the language laboratory. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Not open to students who have taken French 121-122 or 141-142. Prerequisite: 102 or by permission.*

Mr. Grimaud, Mr. Lagarde, Ms. Lane, Ms. Levitt, Ms. Masson

141-142 (1-2) The Language and Culture of Modern France 2

Discussion of selected modern literary and cultural texts. Grammar review. Study of vocabulary and pronunciation. Frequent written and oral practice. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: CEEB or Placement score of 560.*

Ms. Mistacco, Ms. Baier, Mr. Stambolian

201 (2) 202 (1) French Literature and Culture Through the Centuries 1 or 2

Semester 1: From the Enlightenment through Existentialism.

Semester 2: From the Middle Ages through Classicism.

Class discussion of selected masterpieces. Short papers, outside reading, slides. Either semester may be taken independently. *Prerequisite: 132 or 142.*

Ms. Raffy, Ms. Tranvouez

205 (1) French Society Today

Contemporary problems and attitudes in today's France. Class discussion of representative texts, periodicals, and newspapers. Oral reports, short papers, outside reading. *Prerequisite: same as for 201.*

Ms. Lane

206 (1) (2) Intermediate Spoken French

Practice in conversation, using a variety of materials including films, videotapes, periodicals, songs, radio sketches, and interviews. Regular use of the language laboratory. Enrollment limited to 15. *Prerequisite: same as for 201.*

Ms. Gillain, Ms. Raffy, Ms. Respaut

212 (2) Studies in the Middle Ages and Renaissance

Prerequisite: one unit of 201, 202, 205, or 206; or, by permission of the instructor, 142. *Not offered in 1989-90. But see 312.*

213 (1) French Drama in the Twentieth Century

An investigation of the major trends in modern French theatre: the reinterpretation of myths, the influence of existentialism, and the theatre of the absurd. Special attention given to the nature of dramatic conflict and to the relationship between text and performance. *Prerequisite: same as for 212.*

Ms. Masson

214 (2) The French Novel in the Nineteenth Century

Intensive study of narrative techniques and the representation of reality in major works by Balzac, Stendhal, Flaubert, Zola. *Prerequisite: same as for 212.*

Ms. Tranvouez

215 (1) Baudelaire and Symbolist Poets

The nature of the poetic experience studied in the works of Baudelaire, Verlaine, Rimbaud, Mallarmé, and Laforgue. *Prerequisite: same as for 212. Not offered in 1989-90.*

Mr. Galand

219 (1) Love/Death

In major novels of different periods, this course will investigate the connection between fiction and our fundamental preoccupation with the issues of love and death. Texts ranging from the Middle Ages to the twentieth century are studied, with an eye toward understanding how the themes of love and death are related to story structure, narration, and the dynamics of reading. *Prerequisite: one Grade II unit of French literature, or by permission of the instructor.*

Ms. Respaut

220 (1) Proust and the Modern French Novel (in English)

Psychology and aesthetics in works by Flaubert, Gide, Sartre, Beckett, Duras, and Robbe-Grillet, with emphasis on Proust's *Remembrance of Things Past.* Lectures, papers, and class discussion in English. Students may read the texts in French or in English translation. *Open to all students except those who have taken two or more Grade II courses in French literature.*

Mr. Stamboliian

222 (1) (2) Studies in Language I

Comprehensive review of French grammar, enrichment of vocabulary, and introduction to French techniques of composition and the organization of ideas. Limited enrollment. Not open to students who have taken 223. *Prerequisite: 132 or 142.*

Mr. Galand, Mr. Lydgate

223 (2) Studies in Language II

Techniques of expression in French essay writing, including practice in composition, vocabulary consolidation and review of selected grammar problems. Skills in literary analysis and appreciation will be developed through close study of short stories, poems and plays. Not open to students who have taken 222. *Prerequisite: same as for 222.*

Mr. Grimaud

226 (2) Advanced Spoken French

Practice in oral expression to improve fluency and pronunciation with special attention to phonetics and idiomatic vocabulary. In addition to recordings, videotapes, and periodicals, classics of the French cinema will be studied for their linguistic interest. Regular use of the language laboratory. Not open to first year students. Not recommended for students who have studied in France. *Prerequisite: one Grade II unit except 206, or by permission of the instructor.*

Ms. Gillain

230 (1) Paris: City of Light

A study of Paris as the center of French intellectual, political, economic, and artistic life through an analysis of its changing image in literature from the Middle Ages to the present. Contemporary materials such as films, songs, and magazines are used to show how the myths and realities of the city's past influence Parisian life today. *Prerequisite: one Grade II unit except 220, or by permission of the instructor. Not open to students who have taken 249/Paris: City of Light.*

Ms. Raffy

240 (1) French Cinema

A survey of French cinema from its invention (Lumière, Méliès) to the New Wave (Resnais, Godard, Truffaut) with emphasis on the classical narrative film of the '30s and '40s (Vigo, Carné, Renoir, Cocteau, Bresson). *Prerequisite: one Grade II unit or by permission of the instructor.*

Ms. Gillain

249 (1) (2) Selected Topics

Not offered in 1989-90.

250 (2) The French Press

A reading of current newspaper and magazine articles. Analysis of cartoons, comic strips, and advertisements. Ideological, sociological and stylistic differences will be stressed. Systematic comparison with the American Press. Intensive practice in conversation and composition. Oral and written reports. *Prerequisite: same as for 230.*

Ms. Raffy

301 (1) The French Classical Theatre

The crisis of passion and its resolution in the French classical theater. The representation of passions such as love, rivalry, or ambition in the tragedies and comedies of Corneille and Racine and in the comedies of Molière. *Prerequisite: 201 and 202 or their equivalents, or one unit of 212, 213, 214, 215, 249, or 219.*

Mr. Lagarde

303 (1) Advanced Studies in the Seventeenth and Eighteenth Centuries

Not offered in 1989-90.

304 (1) The French Novel in the Eighteenth Century

Special topic for the Bicentennial of the French Revolution: "A New Revolution": Challenges to the Canon of the Eighteenth-Century Novel. Drawing from recent feminist inquiries into the politics of exclusion and inclusion in literary history, the course examines, in dialogue with masterpieces authored by men, novels by major women writers of the period, novels much admired in their time, subsequently erased from the pages of literary history, currently rediscovered. Works by Prévost, Mme de Tencin, Mme de Graffigny, Montesquieu, Mme Riccoboni, Rousseau, Diderot, Laclos, Mme de Charrière. *Prerequisite: same as for 301.*

Ms. Mistacco

305 (2) Advanced Studies in the Nineteenth Century

Topic for 1989-90: From Novel to Autobiography: Self-knowledge and Self-representation in Nineteenth-century Literary Works. Focus on autobiography as a literary genre and its links with neighboring textual forms (biography, diary, autobiographical novel). The problems of narration within autobiographical texts. Emphasis on works by Balzac, Stendhal, Chateaubriand, Musset, Fromentin, and Sand. *Prerequisite same as for 301. Not offered in 1989-90.*

Ms. Tranvouez

306 (1) Literature and Ideology in the Twentieth Century

Ideological purpose and literary form in selected works of Gide, Breton, Malraux, Sartre, Camus, and Robbe-Grillet. *Prerequisite: same as for 301.*

Mr. Galand

307 (2) French Poetry in the Twentieth Century

The nature and function of poetic creation in the works of Valéry, Apollinaire, Breton, Saint-John Perse, Char, and Ponge. Representative texts by poets associated with OULIPO and Tel Quel are also included. *Prerequisite: same as for 301. Not offered in 1989-90.*

Mr. Galand

308 (2) Advanced Studies in Language I

The techniques and art of translation as studied through an analysis of the major linguistic and cultural differences between French and English. Weekly translations from both languages. *Prerequisite or corequisite: one Grade III unit of French and 222 or 223, or their equivalents. Not open to students who have taken 309. Not offered in 1989-90.*

Mr. Grimaud

309 (2) Advanced Studies in Language II

Translation into French from novels, essays and poetry. Study of French style through analysis of selected texts. *Prerequisite: same as for 308. Not open to students who have taken 308.*

Mr. Galand

312 (2) Advanced Studies in the Middle Ages and Renaissance

Topic for 1989-90: Social and Intellectual Contexts of the Renaissance in France. Humanism vs. traditional theology. Popular vs. official culture. Oral tradition and the revolution of printing. Tolerance vs. religious fanaticism. Study of major writers and the important literary beginnings their works reflect: Rabelais and the birth of the novel; Montaigne and the origins of autobiography; love poetry reoriented with Ronsard; a tradition of women's writing established by Louise Labé and Marguerite de Navarre. Frequent reference to concurrent developments in music and the plastic arts. *Prerequisite: same as for 301.*

Mr. Lydgate

314 (1) Cinema

François Truffaut: An in-depth review of Truffaut's overall contribution to cinema. Includes readings from his articles as a film critic, a study of influences on his directorial work (Renoir, Hitchcock, Lubitsch) and a close analysis of twelve of his films using a variety of critical approaches: biographical, historical, formal, and psychoanalytical. *Prerequisite: one Grade III unit or by permission of the instructor. Not open to students who have taken 321 Seminar Topic: François Truffaut. Not offered in 1989-90.*

Ms. Gillain

318 (2) Transgression and the Reader

Recent experiments in fiction: textual play vs. expression, communication, representation; transgression and transformation of conventions of reading in *nouveaux romans*, avant-garde fiction, and *écriture féminine*. Some discussion of film. Emphasis on the works and theoretical writings of Sarraute, Butor, Beckett, Duras, Roche, Simon, Ricardou, and Robbe-Grillet. *Prerequisite: same as for 301. Not offered in 1989-90.*

Ms. Mistacco

319 (1) Women, Language, and Literary Expression

Topic for 1989-90: Subversion and Creativity: 20th-Century Women Writers in France. Selected texts by Colette, Beauvoir, Duras, Leduc, Chawaf and Wittig, with emphasis on the transformations in thinking about women in recent decades and the correspondingly explosive forms of writing by women in their search for a new language. *Prerequisite: one Grade III unit or by permission of the instructor.*

Ms. Respaut

321 (2) Seminar

Topic a: Marguerite Duras: Novels and Films. Intensive study of the full range of production of the major French woman writer of the twentieth century. Novels from *Un Barrage contre le Pacifique* to *Emily L.*; selected films; interviews and critical essays. Questions to be considered include: narrative form, fiction and autobiography, literature in relation to film, women's writing, gender, race, and class in the context of the post-colonial period. *Prerequisite: same as for 301 or by permission of the instructor.*

Ms. Respaut

Topic b: Women and the Stage: Female and Male Representation of Women in XIXth and XXth Century French Drama. Study of trends in the representation of women in plays written by both men and women. *Prerequisite: same as for 301 or by permission of the instructor.*

Ms. Masson

Topic c: Marcel Proust and the Myth of the Artist. A study of selected volumes of *A la recherche du temps perdu* with emphasis on the aesthetic, psychological, and autobiographical aspects of artistic creation as self-creation. Discussion of related literary texts, works of art, and films, and of the mythic stature Proust himself has acquired in Western culture. *Prerequisite: one Grade III unit of French literature or by permission of the instructor. Not offered in 1989-90.*

Mr. Stambolian

330 (2) French and Francophone Studies

Topic a: Race, Literature, and Society. French Voices from the Third World. An introduction to some of the Third World literatures of French expression: West Africa, North Africa and the Caribbean. Study of passage from vernacular traditional forms of writing to modern, westernized ones and of their impact on today's French immigrant literature. Special focus on the relationship between ideology, genre, and *écriture*. *Prerequisite: same as for 301 or by permission of the instructor.*

Ms. Lane

Topic b: Intellectual Revolutions: Piaget, Lévi-Strauss, and the Nature of Magical Thinking. The ideas and influence of child psychologist Jean Piaget and structural anthropologist Claude Lévi-Strauss, their debate on the nature and development of thought, belief, and science. *Prerequisite: same as for 301. Not offered in 1989-90.*

Mr. Grimaud

349 Studies in Culture and Criticism

Topic a: Proper Naming. A study of the nature and historical development of place names and personal names as cultural and linguistic systems in French and English. The role of pronouns (the "tu/vous" distinction), descriptive substitutes ("Marseille" vs. "la Chicago française"), kinship terms ("maman"), and various other forms of naming (titles, first, middle, last names, initials, nicknames, terms of endearment) will also be discussed in a comparative framework. *Prerequisite: same as for 301. Not offered in 1989-90.*

Mr. Grimaud

Topic b: The Autobiographical Impulse in Writing and Photography. An interdisciplinary study of the desire to reveal and record one's self, body, and world. Attention will be given to the sources of this desire, the cultural factors shaping it, the various languages it adopts, and its personal and political uses. Among the artists and thinkers studied are: Barthes, Ingmar Bergman, Duras, Freud, Anais Nin, Proust, Rousseau, Lucas Samaras, and selected photographers. Students will be required to complete a short autobiographical project. *Open to juniors and seniors by permission of the instructor. Not offered in 1989-90.*

Mr. Stambolian

350 (1) (2) Research or Individual Study 1 or 2

Prerequisite: same as for 240, or 300, or by permission of the instructor.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of Department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

Course 101-102 is counted toward the degree but not toward the major. Students who begin with 101-102 in college and who plan to major in French should consult the chair of the Department during the second semester of their first year. Course 141-142 may not be elected by students who have taken both 101-102 and 131-132. A student may not count toward the major 220; or both 131-132 and 141-142; or both 206 and 226.

Students who achieve a final grade of A or A- in 131 may, on the recommendation of the instructor, accelerate to 142, 201, 202, 205, or 206. Students who achieve a final grade of A or A- in 141 may accelerate to 201, 202, 205, or 206.

Students achieving a final grade of A or A- in 102 may, upon the recommendation of their instructor, accelerate to 141. Students who accelerate from French 131 or 141 to a lower Grade II course receive one unit of credit for 131 or 141. They will have satisfied Wellesley's foreign language requirement with the successful completion of their Grade II work.

Majors are required to complete the following courses or their equivalents: either 222 or 223, and either 308 or 309. In some cases 226 may also be required. Majors should consult their advisors regularly to arrange a program of study with these objectives: (a) oral and written linguistic competence; (b) acquisition of basic techniques of reading and interpreting texts; (c) a general understanding of the history of French literature; (d) focus on some special area of study (such as a genre, a period, an author, a movement, criticism, poetics, contemporary French culture).

Students interested in an interdepartmental major in French Studies should consult the listing of courses under that heading in the Catalog; those courses, plus Religion 104 and 105, are also recommended for majors in French.

Students who plan to do graduate work in French are advised to begin or to pursue the study of a second modern language and the study of Latin; those who plan to do graduate work in comparative literature are advised to continue the study of one or more other modern literatures and to acquire proficiency in at least one classical language.

Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the Director of the Interdepartmental Major in French Studies and the Chair of the Department of Education.

French Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Lane*

The major in French Studies offers students the opportunity to achieve oral and written linguistic competence, a good knowledge of France or francophone countries through a study of their history, literature, arts, and thought.

Students have the further advantage of working closely with two advisors, one from French and one from their other area of specialization. Programs of study are subject to the approval of the Director of French Studies.

Requirements: For the major, at least four units in French above the Grade I level are required. Of these, at least one shall be at the Grade III level, and at least one chosen from among the following: French 222, 223, 308, 309. All courses above French 102 may be counted toward the major in French Studies, except that French 131-132 and 141-142 may not both be counted, and only one course in each of the following pairs of related courses may be counted: French 206 and 226; French 222 and 223; French 308 and 309.

For the major in French Studies, two or more courses shall be elected from the following:

Art 202 (1)

Medieval Art

Art 203 (2)

Cathedrals and Castles of the High Middle Ages

Art 219 (1)

Nineteenth-Century Art

Art 223 (2)

The Decorative Arts. Topic for 1989-90: The Taste of France.

Art 226 (2)

History of Photography. *Not offered in 1989-90.*

Art 234 (1)

Paris: Capital of the Nineteenth Century. *Not offered in 1989-90.*

Art 312 (2)

Seminar. Problems in Nineteenth-Century Art

History 235

The Formation of European Culture: Middle Ages and Renaissance. *Not offered in 1989-90.*

History 236

The Emergence of Modern European Culture: the Seventeenth and Eighteenth Centuries. *Not offered in 1989-90.*

History 242 (2)

France in the Splendid Century

History 243

The Enlightenment, the French Revolution, and Napoleon. *Not offered in 1989-90.*

History 244

History of Modern France, 1815 - Present. *Not offered in 1989-90.*

History 330 (2)

Seminar. Medieval Heroes and Heroines

History 331 (1)

Seminar. Kingship and Society in Renaissance France

History 365 (1)

The Legacy of the French Revolution, 1789-1989

Language Studies 237

History and Structure of the Romance Languages. *Not offered in 1989-90.*

At the discretion of the Director, after consultation with the course instructor, research or individual study (350) may be approved, as may such other courses as: Art 224 (Modern Art); Art 228 (19th- and 20th-Century Architecture); Art 250 (From Giotto to the Art of the Courts: Italy and France 1300-1420; Art 332 (Seminar. The Thirteenth-Century King as Patron); History 237 (Modern European Culture: the 19th and 20th Centuries); Philosophy 200 (Modern Sources of Contemporary Philosophy); Philosophy 223 (Phenomenology and Existentialism); Political Science 205 (Politics of Western Europe); Political Science 222 (Comparative Foreign Policies).

Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the Director of the Interdepartmental Major in French Studies and the Chair of the Department of Education.

Geology

Professor: *Andrews*

Associate Professor: *Besancon, Thompson (Chair)*

Lecturer: *Grover*

100 (1) Oceanography

An introduction to ocean science with an emphasis on marine geology. Topics include ocean currents and sediments, ocean basin tectonics and evolution, coral reefs, deep-sea life, and marine resources. No laboratory. *Open to all students.*

Mr. Andrews

102 (1) (2) Introduction to Geology

An introduction to the basic features of the solid earth and the processes that continue to modify it. Emphasis on the development and impact of the continental drift and plate tectonics theories. Laboratory and field trips include study of minerals, rocks, topographic and geologic maps. *Open to all students.*

The Staff

200 (2) Historical Geology

The geologic history of North America and the evolution of life as revealed in the fossil record. Interpretation of paleogeography and ancient sedimentary and tectonic environments. Laboratory and field trips. *Prerequisite: 102 or by permission of the instructor.*

Mr. Andrews

202 (1) Mineralogy

Introduction to crystallography; systematic study of the rock-forming minerals. Emphasis on geochemical relationships including bonding, solid solution series, and mineral structure. Introduction to optical mineralogy. Laboratory. *Prerequisite: 102 or by permission of the instructor.*

The Staff

204 (1) Catastrophes and Extinctions

An examination of mass extinctions in the history of life. Topics covered will include: evolution and the fossil record, gradual change and catastrophic events, dinosaurs and their extinction, periodicity of mass extinctions, the prospect of future extinctions and an evaluation of the possible causes of extinctions, including sea-level changes, climate changes, volcanism and meteorite impacts. *Prerequisite: 102 or by permission of the instructor. Offered in 1989-90. Not offered in 1990-91.*

Mr. Andrews

206 (1) Structural Geology

Introduction to geometry and origin of rock structure ranging from microtextures and fabrics to large-scale folding and faulting. Emphasis on processes of rock deformation in terms of theoretical prediction and experimental findings. Laboratory and field trips. *Prerequisite: 102 or by permission of the instructor. Offered in 1989-90. Not offered in 1990-91.*

Ms. Thompson

207 (2) Earth Resources

An introduction to the formation and location of geological resources. Water and petroleum movements provide a basis for understanding their origin, location, and production. The theory of groundwater hydrology is extended to the similar action of petroleum and natural gas. No laboratory. *Prerequisite: 102 or by permission of the instructor. Not offered in 1989-90. Offered in 1990-1991.*

Mr. Besancon

304 (2) Stratigraphy and Sedimentation

Study of the formation, composition, and correlation of stratified rocks. Emphasis on sedimentary environments, transportation of sedimentary particles, sediment diagenesis, and sedimentary petrography. Laboratory and field trips. *Prerequisite: 202. Not offered in 1989-90. Offered in 1990-1991.*

Ms. Thompson

305 (1) Paleontology

The morphology and evolution of the major invertebrate fossil groups. Discussion of functional morphology, origin of species and higher taxa, extinctions, ontogeny and phylogeny, and vertebrate evolution. Laboratory. *Prerequisite: 200 or by permission of the instructor. Not offered in 1989-90. Offered in 1990-1991.*

Mr. Andrews

308 (2) Plate Tectonics

An examination of the geological, paleontological, and geophysical arguments underlying the plate tectonic theory of global dynamics. Topics to include: historic controversy over continental drift, evidence from the ocean basins leading to the concept of sea floor spreading, geophysical evidence for plate boundaries and plate motions, tectonic provinces associated with presently active plate boundaries, applications of plate theory in the interpretation of ancient tectonic provinces. *Not offered in 1989-90. Offered in 1990-1991.*

Ms. Thompson

309 (2) Petrology

Study of the origin and occurrence of igneous and metamorphic rocks with particular reference to modern geochemical investigations. Examination and description of hand specimens and thin sections using the petrographic microscope. Laboratory. *Prerequisite: 202.*

Mr. Besancon

349 (2) Seminar. North America: A Tale of Two Seacoasts

The evolution of North America in terms of plate tectonic processes presently operating on the "passive" Atlantic seaboard and the tectonically active Pacific coast. Similar vertical movements, faulting and volcanism will be traced backward as formative processes in the Cenozoic and Mesozoic mountains of the Cordillera, the Paleozoic Appalachian chain and deeply eroded Precambrian belts of the continental core. We will also touch on glaciation and other landscape-forming processes. *Prerequisite: 102 and any 200-level course. Offered in 1989-90. Not offered in 1990-91.*

Ms. Thompson

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

360 (1) (2) Senior Thesis Research1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

In addition to eight units in geology, normally to include 200, 206, 304, and 309, the minimum major requires four units from other laboratory sciences, mathematics, or computer science. All four units may not be taken in the same department. A student planning graduate work should note that most graduate geology departments normally require two units each of chemistry, physics, and mathematics. Biology often may be substituted if the student is interested in paleontology.

The department recommends that students majoring in geology take a geology field course, either 12.051 and 12.052 offered in alternate years by MIT or a summer geology field course offered by another college.

A minor in geology (5 units) consists of: (A) 102 and (B) 2 units in one of the three following areas of concentration: I. (Paleobiology) 200, 305 or II. (Structural Geology) 206, 308 or III. (Petrology) 202, 309, and 304 and (C) 2 additional 200 or 300 level units.

German

INTERDEPARTMENTAL MAJOR

German Studies

Professor: *Goth, Ward (Chair)*

Associate Professor: *Hansen*

Assistant Professor: *Kruse*

Director of Wellesley-in-Konstanz-Program: *Ursula Dreher*

Because the language of instruction above the 100 level is almost exclusively German, students have constant practice in hearing, speaking, and writing the language.

The department reserves the right to place a new student in the course for which she seems best prepared, regardless of background and number of units she offers for admission.

Upon recommendation of the instructor and approval of the Head of the Department, students may proceed from 101 or 102 to 105; or from 104 to 203 at mid-year.

Qualified students are encouraged to spend the junior year in Germany on the Wellesley-in-Konstanz program or an approved non-Wellesley program.

100 (1-2) Beginning German 2

An introduction to contemporary German. Emphasis on communicative fluency with extensive practice in all four skills: listening, speaking, reading and writing. Regular laboratory assignments. Topics from contemporary culture in German-speaking countries. Four periods. *No credit will be given for this course unless both semesters are completed satisfactorily.*

The Staff

101 (1) Intensive Review German 2

Intended especially for students who have studied German previously but need to refresh their knowledge. Also recommended for students whose preparation does not qualify them for 102. Thorough grammar review. Vocabulary building. Reading texts from the intermediate level. Five periods. All students must take a placement exam. *To receive credit and to fulfill the language requirement, students must proceed to 103, or with special permission, 105. Not open to students who have taken German 100. Three units of credit are given after completion of 101-103 or 101-105.*

Ms. Ward

102-103 (1-2) Intermediate German 2

Review of grammar and practice in all language skills with special emphasis on communicative fluency. First semester: thorough grammar review, practice in classroom and language laboratory, readings on contemporary cultural topics. Second semester: extensive composition practice. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: one to two admission units and placement exam, or German 100.*

Ms. Ward, Ms. Goth (102); Mr. Hansen (103)

104-105 (1-2) Studies in Language and Literature 2

Intermediate language study with emphasis on oral communication, vocabulary building, and expository writing. First semester: grammar review, written and oral practice based on literary readings. The topic of the second semester will be Austrian culture and literature around 1900: Hofmannsthal, Rilke, Schnitzler and others. Texts read are more difficult than those in 102-103. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: two to three admission units and placement exam, or permission of the department. Permission will be based on a high grade in 100. One may not enter 104-105 after completing 102-103.*

Ms. Goth

200 (1) Advanced Grammar and Writing Skills

The course, conducted primarily in German, emphasizes written expression. Grammar review will focus selectively on topics chosen by the group. Writing assignments will relate to cultural issues of modern Germany and call on skills that progress in sophistication from summarizing ideas or reporting experience (including the conventions of letter-writing), to composing logically argued essays. Vocabulary-building exercises and translation passages will be included. Does not count as prerequisite for Grade II literature course. Required for the major in German Language and Literature unless a student is exempted by the department from this course by virtue of her language proficiency. *Prerequisite: 102-103, or 104-105, or placement examination.*

Mr. Kruse

202 (1) 203 (2) Introduction to German Literature 1 or 2

Historical survey of major works as well as introduction to methods of interpretation. First semester: from the Middle Ages to the Enlightenment. Texts include selections from the *Nibelungenlied* and

Parzival, from Johannes von Tepl, Luther, the Baroque poets, and Lessing. Second semester: from the Storm and Stress and Classicism to late nineteenth century. Texts by Goethe, Schiller, the Romantics and the Realists. Both semesters are required for the majors in German Language and Literature and in German Studies. Each semester may be taken independently. Three periods. *Prerequisite: three or more admission units and placement exam, or two units of intermediate-level German, or by permission of the department.*

Mr. Hansen (202), Ms. Ward (203)

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204 (2) Postwar German Culture

A survey of cultural, social, and political developments in the two Germanies since 1945. Texts will be drawn from literature, history, and autobiography. Special emphasis on advanced skills of reading and writing German. *Prerequisite: 105, or 200, or by permission of the instructor.*

Mr. Hansen

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205 (1) Studies in Romanticism: Literature and Society

The impact of Romantic thought on literary and social forms: discovery of the unconscious, fantasy, androgyny, "Geselligkeit." A wide range of genres and authors will be studied in order to trace the development of the German Romantic movement from the late eighteenth through the mid-nineteenth century. Writers include Friedrich Schlegel, Brentano, Novalis, Achim and Bettina von Arnim, Caroline Schlegel-Schelling, Rahel Varnhagen, E.T.A. Hoffmann, Eichendorff. *Prerequisite: 202, 203 or permission of the instructor. Not offered 1989-90.*

Ms. Ward

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207 (2) Twentieth-Century Literature: Modern German Fiction

Twentieth-century German fiction, its themes, structures, and contexts, will be studied in novels and short fiction by Thomas Mann, Kafka, Böll, Siegfried Lenz, Martin Walser, and Grass. *Prerequisite: two Grade II units or by permission of the instructor. Not offered 1989-90.*

Mr. Kruse

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209 (2) Literature and Film

Narrative texts from the late 19th century to the present—from Theodor Fontane's *Effi Briest* to Martin Walser's *Ein fliehendes Pferd*—are examined in conjunction with their film counterparts. Text and film will be analysed and discussed in their historical, political, and cultural context. We shall explore the comparative problems of textual and visual narrative as artistic representations of reality. *Prerequisite: two units at the 200-level, or permission of the instructor.*

Mr. Kruse

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210 (2) The German Comedy from 1800 to the Present

A history of modern comedy with special attention to the role of politics and anti-politics on the stage. The course will explore social and aesthetic concerns as well as dramatic theory. Texts include dramas by Kleist, Büchner, Hofmannsthal, Brecht, Frisch and Dürrenmatt. *Prerequisite: one Grade II unit, 202 or 203, or permission of the instructor. Not offered 1989-90.*

Ms. Goth

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229 (2) The Folktale: Studies in the Märchen (in English)

The folktale of the western world, its mythic, psychological, and fabulous aspects; and its function as a mirror of the self and of the world. A study of its form and various schools of interpretation. Texts from the folktale traditions of England, France, Italy, Russia, with special emphasis on the folktale of the Brothers Grimm. All texts read in English. *Open to all students. Not offered 1989-90.*

Ms. Goth

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239 (2) The German Cinema

German cinema from its Golden Age in the 1920s to the new wave films of Fassbinder, Herzog, Wenders, Margarete von Trotta. Various critical approaches to the study of film (thematic, structural, psychological) will be considered and evaluated. *Open to all students. Not offered 1989-90.*

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249 (1) Social Forces in German Literature: the Nineteenth Century

A survey of major texts in which the social and political concerns of writers are prominent. Emphasis on the cultural context in which German literature has developed. Topics covered will include both political and apolitical movements; nationalism in Germany; liberalism and revolution; the depiction of the aristocracy; the Jew in literature and society; the impact of Darwinism; the role of women; the aesthetic programs of Realism and Naturalism. Authors will include Büchner, Heine, Karl Marx, Storm, Bettina von Arnim, Hauptmann. *Prerequisite: two units at the 200-level or permission of the instructor.*

Mr. Hansen

304 (1) Goethe

Texts from all phases of Goethe's literary career will be studied in their socio-historical context. Readings will include: poetry, dramatic works including *Faust*, and narrative works. *Prerequisite: 202-203 or permission of the instructor.*

Mr. Kruse

305 (1) Readings in Eighteenth-Century Literature

The problems and issues of the German Enlightenment and the Storm and Stress will be studied in their historical context. Texts by Lessing, Mendelssohn, Herder, Lenz, Wagner, Kant, Goethe and Schiller will be read. *Prerequisite: two Grade II units or by permission of the instructor. Not offered 1989-90.*

Ms. Goth

349 (2) Seminar. Christa Wolf—Reader and Writer

Study of the fiction and non-fiction of Christa Wolf, considering her substantial contribution to contemporary German letters as both a reader and writer. Our main focus will be on her novels. We will trace the development of Wolf's ideas about literature and politics, the past and the future, war and peace, giving special attention to the historical and political context in which she has been reading and writing, and to both the Marxist and feminist reception of her work. *Prerequisite: one Grade III unit or by permission of the instructor.*

Ms. Ward

350 (1) (2) Research or Individual Study, 1 or 2

Open by permission to juniors and seniors.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

Attention Called

Extradepartmental 200 (1-2)

Classic Texts in Contemporary Perspective

Directions for Election

German 100 is counted toward the degree but not toward the major. Intermediate level courses (101, 102-103, 104-105) are considered as Grade I courses and are not ordinarily counted toward the major. Students who begin with 100 and who wish to major in German Language and Literature should consult the Head of the Department to obtain permission to omit the intermediate level and take 202-203. Students who begin with intermediate-level work and wish to major may be encouraged at mid-year to advance from 101 or 102 to 105 and from 104 to 203. Students intending to major in the department are required to take 202-203, 304 or 305 (offered in alternate years), 200 or its equivalent, and at least one seminar. It is strongly recommended that the major include a distribution by approach; that is, at least one period, one genre and one single-author course, and that there be three Grade III units. Courses in art, music, philosophy, English, literature courses in other foreign language departments, and History 245 and History 325 are also recommended to supplement the major.

German Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Chair of the German Department*

The major in German Studies is designed to provide the student with knowledge and understanding of the culture of the two Germanies, Austria and Switzerland by acquiring proficiency in the German language and through the study of the literature, history, philosophy, music and art of these countries.

German Studies is an interdisciplinary major of at least 8 units that offers students an alternative to the major in German Language and Literature. A student may choose her program from various courses devoted to some aspect of German culture offered by several departments. To ensure competence in spoken and written German, a minimum of 4 units above the Grade I level must be taken in the German Department. Of these, only German 202 and 203 are required. A 350 may not be substituted for one of these 4 units. German 200 and 204 are also strongly recommended for the major in German Studies. Students must choose two major advisors, one from German, and one from another department.

Programs must be approved by the German Department.

For the major in German Studies, two or more courses shall be elected from the following:

Art 224 (2)
Modern Art

History 245
Germany in the Twentieth Century. *Not offered in 1989-90.*

History 325 (2)
The Romantic Era in Germany

History 341
Seminar. The Nature and Meanings of History. *Not offered in 1989-90.*

History 357 (1)
Seminar. Germany in the Twenties

Music 208
The Baroque Era. *Not offered in 1989-90.*

Music 209
The Classical Era. *Not offered in 1989-90.*

Music 210 (1)
The Romantic Era

Music 319 (1)
Seminar. The Nineteenth Century

Philosophy 203 (1)
The Philosophy of Art

Philosophy 221
History of Modern Philosophy in the Nineteenth Century. *Not offered in 1989-90.*

Political Science 342 (1)
Marxist Political Theory

Psychology 325
Seminar. History of Psychology. *Not offered in 1989-90.*

Religion 340 (1)
Seminar. The Holocaust

Greek and Latin

Professor: *Lefkowitz, Geffcken (Chair), Marvin*[A]

Associate Professor: *Starr*

Assistant Professor: *Rogers*[A], *Colaizzi, Dougherty-Glenn, Gini*[P]

Courses on the original languages are conducted in English and encourage close analysis of the ancient texts, with emphasis on their literary and historical values.

The departments reserve the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission.

Qualified students are encouraged to spend a semester, usually in the junior year, at the Intercollegiate Center for Classical Studies in Rome. See p. 145, Directions for Election.

Greek

102 (1) Beginning Greek

An introduction to Ancient Greek, stressing rapid reading and Greek as an example of a highly inflected Indo-European language. Four periods. *Open to students who do not present Greek for admission.*

Ms. Dougherty-Glenn

103 (2) Intermediate Greek

Further development of Greek reading and language skills. Three periods. *Prerequisite: 102 or equivalent.*

Ms. Dougherty-Glenn

201 (1) Plato

Study of selected dialogues of Plato including the *Symposium*. Socrates in Plato and in other ancient sources; Socrates and Plato in the development of Greek thought. The dialogue form, the historical context. Selected readings in translation from Plato, Xenophon, the comic poets, and other ancient authors. Three periods. *Prerequisite: 102 and 103, or two admission units in Greek, or by permission of the instructor.*

Ms. Dougherty-Glenn

205 (2) Homer

Study of selected books in Greek from Homer's *Iliad* or *Odyssey*, with emphasis on the oral style of early epic; further reading in Homer in translation; the archaeological background of the period. Three periods. *Prerequisite: 201.*

Mr. Colaizzi

345 (1) Greek Drama

Drama as expression of man's conflict with forces beyond his control; the use of mythology to describe the conflict between human institutions and the natural world; innovations in language, metaphor, and metre. Reading of one drama in Greek, others in English. *Prerequisite: 205.*

Mrs. Lefkowitz

349 (1) Seminar

Prerequisite: 205. Not offered in 1989-90.

The Staff

350 (1) (2) Research or Individual Study 1 or 2

Open to seniors by permission.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Religion 298 (2)

New Testament Greek

Cross-Listed Courses

Attention Called

Classical Civilization 101 (2)(A)

Classical Literature: An Introduction

Classical Civilization 104 (1)(A)

Classical Mythology

Classical Civilization 215 (2)(B)

Gender and Society in Antiquity

Classical Civilization 216 (2)(B)

Literature and Society in the Age of the Emperor Augustus. *Not offered in 1989-90.*

Classical Civilization 232 (2)

The Bay of Naples. *Not offered in 1989-90.*

Classical Civilization 243 (1)(B)

Roman Law

Classical Civilization 245 (1)(B)

Roman Slavery. *Not offered in 1989-90.*

Classical Civilization 252 (2)(B)

Roman Women. *Not offered in 1989-90.*

Classical Civilization 305 (1)(A)

Ancient Epic

Classical Civilization 310 (2)(A)

Greek Drama in Translation

Classical Civilization 326 (1)(B)

The Ancient City. *Not offered in 1989-90.*

History 229

Alexander the Great: Psychopath or Philosopher King? *Not offered in 1989-90.*

History 230 (2)

Greek History from the Bronze Age to the Death of Philip II of Macedon

History 231

History of Rome. *Not offered in 1989-90.*

Latin

100 (1) Beginning Latin

Fundamentals of the Latin language. Readings from classical and medieval texts. Study of Latin derivatives in English; grammatical structure in Latin and English. Development of Latin reading skills. Four periods. *Open to students who do not present Latin for admission, or by permission of the instructor.*

Mr. Starr

101 (2) Intermediate Latin

Development of reading skills through close reading of classical authors. Three periods. *Prerequisite: 100.*

Mr. Colaizzi

200 (1) Introduction to Vergil's *Aeneid*

Study of the poem with selections from Books I-VI in Latin. Three periods. *Prerequisite: 101, or [102], or [107] or three admission units in Latin not including Vergil, or exemption examination.*

Mr. Gini

201 (2) Latin Comedy

Study of selected plays of Plautus and Terence in the light of ancient and modern theories of the comic. Reading of two plays in Latin, others in English. Three periods. *Prerequisite: 200, or three admission units in Latin.*

Miss Geffcken

224 (1) Roman Literature: Poetry

Selected readings in Latin from principal authors such as Lucretius, Catullus, Vergil, Horace, Propertius, Tibullus, and Ovid. *Prerequisite: four admission units in Latin or three including Vergil or 200 or 201 or by permission of the instructor.*

Mr. Colaizzi

225 (2) Roman Literature: Prose

Survey of Roman prose; selections from history, philosophy, oratory, the novel, letters; selected passages from such authors as Livy, Sallust, Cicero, Petronius, Seneca, Pliny, and Apuleius. May be elected without having taken 224. *Prerequisite: same as for 224.*

Mr. Starr

249/349 (1) Selected Topics

This course may be taken either as 249 or, with additional assignments, 349.

Topic for 1989-90: The Development of Vergil's Poetry in His First Two Major Works. The *Eclogues* and the tradition of ancient pastoral; the *Georgics* and the conventions of ancient didactic poetry. *Prerequisite: [221] or [222] or 224 or 225 or 249 with different topic or AP Latin score of 5 in the Latin Lyric examination or by permission of the instructor.*

Mr. Colaizzi

302 (2) Vergil's *Aeneid*

The artistic achievement of Vergil in the light of earlier literature, especially Homer and Ennius; Vergil's view of man and the destiny of Rome. *Prerequisite: 249 or by permission of the instructor. Not offered in 1989-90.*

Ms. Dougherty-Glenn

308 (2) Cicero and the Late Republic

The events, life, and thought of the late Republic in the works of Cicero. *Prerequisite: 249 or by permission of the instructor. Not offered in 1989-90.*

Mr. Starr

309 (2) Livy

Livy's vision of Rome, his use of sources, historical judgment, and literary techniques. *Prerequisite: 249.*

Miss Geffcken

316 (2) The Effects of Power and Authority in the Empire

How Tacitus and Juvenal understood the Roman Empire. Tacitus' career and its effect on his approach to history; his literary techniques. Juvenal's picture of the debasement of Roman society and life. *Prerequisite: 249. Not offered in 1989-90.*

Mr. Rogers

350 (1) (2) Research or Individual Study 1 or 2

Open to seniors by permission.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

Attention Called

Classical Civilization 101 (2)(A)

Classical Literature: An Introduction

Classical Civilization 104 (1)(A)

Classical Mythology

Classical Civilization 215 (2)(B)

Gender and Society in Antiquity

Classical Civilization 216 (2)(B)

Literature and Society in the Age of the Emperor Augustus. *Not offered in 1989-90.*

Classical Civilization 232 (2)

The Bay of Naples. *Not offered in 1989-90.*

Classical Civilization 243 (1)(B)

Roman Law

Classical Civilization 245 (1)(B)

Roman Slavery. *Not offered in 1989-90.*

Classical Civilization 252 (2)(B)

Roman Women. *Not offered in 1989-90.*

Classical Civilization 305 (1)(A)

Ancient Epic

Classical Civilization 310 (2)(A)

Greek Drama in Translation

Classical Civilization 326 (1)(B)

The Ancient City. *Not offered in 1989-90.*

History 229

Alexander the Great: Psychopath or Philosopher King? *Not offered in 1989-90.*

History 230 (2)

Greek History from the Bronze Age to the Death of Philip II of Macedon.

History 231

History of Rome. *Not offered in 1989-90.*

Directions for Election

To fulfill the distribution requirement in Group A, students may elect any courses in Greek or Latin except History 150, 229, 230, 231; Classical Civilization [100], 215, 216, 243, 245, [246], 252, 326 (except for CLCV [100] these courses may be elected to fulfill the requirement in Group B). The following may not be counted toward the major in Greek or Latin: Classical Civilization [100], 101, 104, 203, 215, 216, 232, 243, 245, [246], 252, 305, 310, 326; History 150, 229, 230, 231.

All students majoring in Greek must complete four units of Grade III work.

All students majoring in Latin are required to complete three units of Grade III work. 302, offered in alternate years, is *strongly* recommended.

Latin students who offer an AP Latin score of 5 in the Latin Lyric examination should normally elect 249; an AP score of 5 or 4 in the Vergil examination usually leads to 224 but a student with a score of 4 in AP Latin Lyric examination should consult the Chair regarding placement.

Students majoring in Greek or Latin are advised to elect some work in the other language. It should be noted that work in both Greek and Latin is essential for graduate studies in the classics.

Courses in ancient history, ancient art, ancient philosophy, and classical mythology are recommended as valuable related work. Students interested in a major in Classical and Near Eastern Archaeology are referred to p. 110 where the program is described.

Students who wish to major in Classical Civilization can plan with the department an appropriate sequence of courses, which might include work in such areas as art, history, philosophy, and literature. Such a program should always contain at least four units of work in the original language. For details on the Classical Civilization major, see p. 108.

The departments offer a choice of two plans for the Honors Program. Plan A (Honors Research, see 360 and 370 above, carrying two to four units of credit) provides the candidate with opportunity for research on a special topic and the writing of a long paper or several shorter papers. Plan B provides an opportunity for the candidate to show through examinations at the end of her senior year that she has acquired a superior grasp, not only of a basic core of texts, but also of additional reading beyond course requirements. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project which would be included in the Honors examinations.

Honors candidates who are Classical Civilization majors should elect Plan B.

The College is a member of the Intercollegiate Center for Classical Studies in Rome, a program for American undergraduates in classical languages, ancient history and topography, archaeology, and art history. Majors, especially those interested in Roman studies, are urged to plan their programs so as to include a semester at the Center in the junior year.

History

Professor: *Robinson (Chair[2]), Preyer, Jones[A], Cox[A1], Cohen, Auerbach, Tumarkin[A2],*

Barnette Miller Visiting Professor: *Vanger[P]*

Associate Professor: *Knudsen, Park (Chair[1])[A2]*

Assistant Professor: *Kapteijns[A], Rogers[A], Shennan, Halter, Rollman*

Instructor: *Taylor, Hanawa*

100 (1) Introduction to Western Civilization

A survey of western culture and society from the age of Homer to the Renaissance and Reformation. Emphasis on the elements that combined to make western civilization unique: the rich heritage of Greek and Roman antiquity, the vital religious traditions of Judaism and Christianity, and the dynamic culture of the Germanic peoples of the North. Two lectures and one conference section. *Open only to first year students and sophomores who have not taken 200.*

Ms. Park, Ms. Taylor

101 (1) (2) The European Experience Since 1600

An introduction to modern Europe from 1600 to the present. Emphasis on the large patterns of historical change and the crucial episodes of the period: the seventeenth-century crisis, the French and Russian revolutions, industrialization, World Wars I and II. *Open only to first-year students and sophomores who have not taken 201.*

Mr. Knudsen, Mr. Shennan

102 (1) The American Experience

An introduction to the social, cultural, political, and economic forces that have shaped American history, including colonization, slavery, immigration, civil conflict, industrialization, and international relations. *Open to all students.*

Ms. Halter

104 Introduction to Japan

A survey of Japan from prehistory to the present. Topics include: Japan's classical society; the rise of the samurai; the Tokugawa Peace; Japan's response to the West and emergence as a modern economic and military power; the costs of modernization; Japan's abortive attempt at empire; the postwar recovery and Japan's emergence as an economic superpower. *Open to all students. Not offered in 1989-90.*

105 Great Issues in European History

An interdisciplinary exploration of some of the most profound issues in modern European history. We will use primary sources, novels, plays, poems and slides to study intensively subjects such as food, family, revolution, and war. *Not offered in 1989-90.*

Ms. Tumarkin

150 (1) (2) Colloquia

For directions for applying see p. 72. *Open by permission to a limited number of first year student and sophomore applicants.*

b. (1) China in Outside Perspective

Can another people's historical or cultural experience be understood in its own terms by an outsider? Or does the outsider's outsideness place definite limits upon cross-cultural understanding? Many Westerners who went to China in the 20th century stayed for long periods, became deeply engaged in the revolutionary changes that were taking place, and then wrote accounts (often highly personal) of their experiences. What we can learn from these accounts about China—and what the accounts tell us about the outsiders themselves (many of them Americans)—will be the central problem explored in this course. Readings will be drawn from autobiography, fiction, personal memoirs, and journalism.

Mr. Cohen

h. Richard Lionheart in History and Legend

An introduction to the great issues of life and death, love and war, politics and religion during the second half of the 12th century in England, France, and the "Kingdoms beyond the Sea" through a study of the life and career of one of medieval Europe's most famous figures. *Open to first year students and sophomores. Not offered in 1989-90.*

Mr. Cox

200 (1) The Making of the West

Western culture from the age of Homer to the Renaissance and Reformation, with attention to problems of historical method and interpretation. Students attend lectures with students in History 100. Conferences, reading, and paper assignments differ from those of 100. *Open to all juniors and seniors and to especially qualified sophomores by permission of the instructors. Not open to students who have taken 100.*

Ms. Taylor, Ms. Park

201 (1) (2) Modern European History

An introduction to modern Europe, with attention to problems of historical interpretation. Among the themes to be covered: social and political revolutions in England, France and Russia; industrialization and the decline of rural Europe; nationalism and imperialism; the two World Wars. Students attend lectures with students in 101. Conferences, reading, and paper assignments differ from those of 101. *Open to all juniors and seniors and to qualified sophomores by permission of the instructor. Not open to students who have taken 101.*

Mr. Knudsen, Mr. Shennan

217 (1) The Making of European Jewry 1085-1815

A study of the internal life and external relations of the Jewish communities of Western and Eastern Europe from the reconquest of Toledo to the end of the Napoleonic era. Topics include medieval Jewish communities, their dispersion, the differentiation of Eastern and Western Jewry, persecution and toleration, secularism, religious revivalism and mysticism, and the emancipation of the Jews during the French Revolution. *Open to all students.*

Ms. Malino

218 (2) Jews in the Modern World 1815-Present

A study of the demographic, cultural and socio-economic transformation of the Jewish communities of Western and Eastern Europe. Topics include the struggle for emancipation, East European Jewish enlightenment, immigration, acculturation and economic diversification; also the emergence of anti-Semitism in the West and East, Zionism, the Holocaust and the creation of the state of Israel. *Open to all students.*

Ms. Malino

223 From Closed World to Infinite Universe

A history of science and medicine in Europe between 1100 and 1700. The revival of classical ideas on nature in the 12th century, their flowering and transformation in the high Middle Ages, and the emergence of new explanatory systems during the Scientific Revolution. Authors to be read include Nicole Oresme, Leonardo da Vinci, Paracelsus, Copernicus, Galileo, Descartes, and Newton. *Open to qualified first year students (see Directions for Election) and to all others without prerequisite. Not offered in 1989-90.*

Ms. Park

229 Alexander the Great: Psychopath or Philosopher King?

Alexander the Great murdered his best friend, married a Bactrian princess, and dressed like Dionysus. He also conquered the known world by the age of 33, fused the eastern and western populations of his empire, and became a god. Was Alexander a drunken bisexual murderer or an ascetic philosopher king? This course will examine the personality, career, and achievements of the greatest conqueror in Western history against the background of the Hellenistic World. *Open to all students. Not offered in 1989-90.*

Mr. Rogers

230 (2) Greek History from the Bronze Age to the Death of Philip II of Macedon

A survey tracing the origins, development, and geographical spread of Greek Culture from the Bronze Age to the death of Philip II of Macedon. Greek Colonization, the Persian Wars, the Athenian democracy, and the rise of Macedon will be examined in relation to the social, economic, and religious history of the Greek polis. *Open to all students.*

Ms. Taylor

231 History of Rome

An introduction focusing on Rome's cultural development from its origins as a small city state in the 8th century B.C. to its rule over a vast empire extending from Scotland to Iraq. Topics for discussion will include the Etruscan influence on the formation of early Rome, the causes of Roman expansion throughout the Mediterranean during the Republic, and the Hellenization of Roman society. Also, the urbanization and Romanization of Western Europe, the spread of mystery religions, the persecution and expansion of Christianity, and the economy and society of the Empire will be examined. *Open to all students. Not offered in 1989-90.*

Mr. Rogers

232 The Medieval World, 1000 to 1300

An introduction to the history and culture of Europe during the High Middle Ages, for students interested in art, literature and philosophy as well as history. The attempt to create a Christian commonwealth will be examined, together with its effects upon feudal monarchy, knights and chivalry, peasants, townsmen and students. Life in castles, in manors, in villages and towns will be seen in relation to political, religious and social ideas as expressed in contemporary sources, including art and literature. *Prerequisite: same as for 22. Not offered in 1989-90.*

Mr. Cox

233 Renaissance Italy

Italian history and culture from the age of Petrarch and Boccaccio to the age of Michelangelo and Machiavelli. The new urban civilization of late medieval Italy as a background to the developments in art, literature, and philosophy of the Renaissance. Topics include the commercial revolution, the Black Death, republicanism and civic humanism, patronage and art, courtly culture and theories of princely power, the Counter-Reformation church. *Prerequisite: same as for 223. Not offered in 1989-90.*

Ms. Taylor, Ms. Park

234 Heresy, Humanism, and Reform: Renaissance and Reformation in Northern Europe

An exploration of the crisis of late medieval culture: the challenge to traditional patterns of authority and the emergence of a new social, intellectual and religious order. Topics include humanism and the critique of scholasticism, printing and the spread of literacy, sexuality and the transformation of the family, religious experience and the shaping of personal identity, peasant revolts and popular culture, religious persecution and the great Witch Craze. *Prerequisite: same as for 223. Not offered in 1989-90.*

Ms. Taylor

235 The Formation of European Culture: Middle Ages and Renaissance

A survey of Western thought from Abelard in the 12th century to Francis Bacon in the 16th. The transformation of classical ideas in the courts, monasteries, and universities of medieval Christendom and their re-emergence in the new secular world of Renaissance Europe. Reading largely from primary sources, including Abelard, Bonaventure, Aquinas, Ockham, Petrarch, Erasmus, and Montaigne. *Prerequisite: same as for 223. Not offered in 1989-90.*

Ms. Park

236 The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

A comparative survey of Enlightenment culture in England, France, and the Germanies. Topics to be considered include skepticism, the scientific revolution, classicism in art, the formation of liberal society, the differing social structure of intellectual life. The approach is synthetic, stressing the links between philosophy, political theory, art, and their historical context. Among the authors: Locke, Hume, Voltaire, Diderot, Rousseau, Lessing, Kant, Goethe. *Prerequisite: same as for 223. Not offered in 1989-90.*

Mr. Knudsen

237 (1) Modern European Culture: The Nineteenth and Twentieth Centuries

A survey of European culture from the French Revolution to the post-World War II period, from idealism to existentialism in philosophy, from romanticism to modernism in art and literature. As with 236, emphasis is placed on the social and historical context of cultural life. Among the authors: Wordsworth, Hegel, Marx, Mill, Nietzsche, Freud, Merleau-Ponty. *Prerequisite: same as for 223.*

Mr. Knudsen

238 English History: 1066 and All That

From the coming of the Anglo-Saxons through the coming of Henry Tudor. This survey will study some of the traditional heroes and villains, such as Alfred the Great, William the Conqueror, Richard the Third; church and churchmen, such as Bede, Becket, and Beaufort; developments into and away from feudal monarchy; aspects of sociopolitical history, including baronial and peasant uprisings; and selected cultural achievements. *Prerequisite: same as for 223 Not offered in 1989-90.*

Mrs. Robinson

239 (2) English History: Henry VIII and Elizabeth I

The first part of the course will focus on Henry VIII: the court and chivalry; connubial bliss and the church; T. Cromwell and the Commonwealth; the children. Part II will focus on Elizabeth: the Commons, courtiers, and courting; confrontations, domestic and foreign; colonial adventures; culture. Discussion of several films. *Prerequisite: same as for 223.*

Ms. Taylor

240 (2) Victorian England: Coping with Change

A study of England as the first nation confronted with a population explosion, massive technological change, revolutionary demands from the populace, and tremendous social problems related to all three; how the governing classes responded to these initial challenges; later currents of disturbance in the realms of science and religion, the women's movement, Irish Home Rule demands, trade unionism, and socialism. Emphasis on the use of primary sources: documents, essays, and novels. *Prerequisite: same as for 223.*

Mrs. Robinson

242 (2) France in the Splendid Century

French history and culture, 1600-1715. Louis XIV and the palace-city of Versailles, both as a technique of government and as an expression of political theology and aesthetic ideas, will be studied against the background of religious wars and rebellion during the first half of the century. The art, architecture, literature and drama of the "Classical Age" will complete this picture of the France that became the wonder and the terror of its time. *Prerequisite: same as for 223.*

Mr. Cox

243 (1) The Enlightenment, the French Revolution, and Napoleon

The history and culture of France, 1715-1815. Monarchical splendor, lordly pleasures, the new urban culture, and the pursuit of happiness and reform, as seen in art, architecture and letters during the Age of Voltaire and Rousseau. Analysis of the causes and events of the Revolution, the effort to create a Republic of Virtue, the rise of Napoleon and the creation of the Napoleonic Empire. Napoleon himself will be studied as one of the more fascinating and enigmatic phenomena in modern European history. *Prerequisite: same as for 223. Not offered in 1989-90.*

Mr. Cox

244 History of Modern France, 1815-Present

Starting with the restoration of the monarchy this course will explore the interaction between the revolutionary tradition and reactionary factions in French politics, the eruption of revolution in 1830 and 1848, the Commune in 1870 and the emergence of a politicized labor movement and its connections to international Marxism. In the twentieth century attention will be devoted to the fate of France during World War I, the United Front and political alignments during World War II. In the postwar era, we will discuss the Algerian crisis, and the student protests of the 1960s. *Prerequisite: same as for 223. Not offered in 1989-90.*

Mr. Shennan

245 Germany in the Twentieth Century

An examination of German politics, society, and culture from World War I to the present. The course concentrates on the greater German language area—including the contemporary Federal, German Democratic, and Austrian republics—and explores the German response to pressures felt throughout Western Europe. *Prerequisite: same as for 223. Not offered in 1989-90.*

Mr. Knudsen

246 (1) Medieval and Imperial Russia

A study of the social, political, economic, and cultural development of Russia from the medieval period to the mid-19th century. Particular consideration is given to the rise of absolutism, the enserfment of the peasantry, and the impact upon Russia of successive foreign cultures—Byzantium, the Mongol Empire, and the West. *Open to sophomores, juniors and seniors. Not offered in 1989-90.*

Ms. Tumarkin

247 (1) Modern Russia and the Soviet Union

An exploration of Russian and Soviet history from the mid-nineteenth century to the present. Topics include: the Russian revolutionary intelligentsia; terrorism; peasants and nobles in a declining empire; the 1917 revolution; Lenin and Stalin; the Party purge and great terror; the "Great Patriotic War;" Khrushchev and de-Stalinization; the Brezhnev era. *Open to sophomores, juniors and seniors.*

Ms. Tumarkin

248 Europe in the Twentieth Century

An interpretative study of modern Europe emphasizing social change and the development of new modes of thought and expression. Topics include: communism, fascism, nationalism; Freud; changing artistic and intellectual perceptions; the mass media. *Prerequisite: same as for 246. Not offered in 1989-90.*

Mr. Shennan

250 The First Frontier

The adaptation of the English, Europeans, and Africans to the alien environment of North America in the 17th century. Analysis of the formation of colonial settlements, problems of survival and leadership, relations with Indian cultures, the creation of new societies in the New World. *Prerequisite: same as for 246. Not offered in 1989-90.*

Mrs. Preyer

251 The Age of the American Revolution

The transformation of society, culture, and politics in the creation of the new nation, 1750-1820. The American Enlightenment; the struggle for independence; the making of the Constitution; the establishment of national identity. *Prerequisite: same as for 246. Not offered in 1989-90.*

Mrs. Preyer

252 The United States in the Nineteenth Century

An introduction to the century of the Industrial Revolution; westward expansion; maturation of the southern slave economy; civil war; and the first organized efforts of Afro-Americans, women, and workers to achieve full political and economic rights. *Prerequisite: same as for 246. Not offered in 1989-90.*

Ms. Jones

253 (1) The United States in the Twentieth Century

Selected 20th-century issues and problems, with emphasis on the responses of Americans and their institutions to social change. Topics include: the emergence of an urban industrial society; the tension between traditional values, liberal reform and radical protest; issues of war and peace; the welfare state and the limits of government power. *Prerequisite: same as for 223.*

Mr. Auerbach

255 (1) Intellectual History of the United States

The ideas associated with the development of American culture as they are embodied in political thought, religion, the arts, philosophy and social institutions from the colonial period to the present time. First semester to Civil War, second semester to the present. Either semester may be elected independently. Only first semester will be offered in 1989-90. *Prerequisite: same as for 246.*

Mrs. Preyer

257 (2) Women in American History

A survey of women in American history, from the colonial period to the present, focusing on the family, education, patterns of paid and unpaid labor, creative women, images of women in the popular media, women's rights, and feminism. Special emphasis on class, ethnic, racial, and religious differences among American women, as well as their common experiences. *Open to all students.*

Ms. Halter

258 (2) Freedom and Dissent in American History

An exploration of ideas of freedom and patterns of political and religious dissent since the founding of the nation. Special attention to the expanding and contracting constitutional boundaries of free expression. Among the issues to be examined: wartime censorship; political extremism; civil disobedience; individual rights and state power. *Prerequisite: same as for 246.*

Mr. Auerbach

259 (1) The Making of the Asian-American Woman: Gender and Ethnicity in Asian Immigration 1850-1970

An introduction to the forces that shaped the experience of Asian women immigrants to the U.S. from the days of the Gold Rush to the emergence of "Asian America". Topics include background to emigration, the "Oriental" women in America, patterns of settlement and labor opportunities, community and family, World War II and the Korean War. *Open to sophomores, juniors and seniors. Some background in American history, Asian history, or ethnicity and gender strongly recommended.*

Ms. Hanawa

260 (2) Latin America in the Twentieth Century

An examination of Latin America from 1890 to the present: the emergence early in the twentieth century of popular politics through revolution and elections; the effect of the Greatepression; socialist revolution, militarism, and democratic transition since World War II; the influence of the United States and the debt crisis. Concentrates on the histories of Argentina, Brazil, Mexico and Uruguay, and on contemporary Cuba and Central America. *Open to all students.*

Mr. Vanger

263 South Africa in Historical Perspective

The increasing racial violence in South Africa and the political system of Apartheid that is a major cause of this violence must be understood in the context of the region's political, social, and economic history. This course will therefore take a long-term perspective on the history of South Africa, which culminated in the development of Apartheid in the period after World War II. *Open to all students. Not offered in 1989-90*

Ms. Kapteijns

264 (1) History of Precolonial Africa

The rich and complex history of precolonial Africa is characterized by the development of increasingly complex societies—from gathering and hunting groups and stateless societies to city-states and kingdoms. This course will trace the history of these societies and introduce students to the wide variety of source materials available to the African historian. Important themes will include the spread of Islam in Africa, the rise of towns and a middle class, the massive enslavement of African people, and the

changing social relationships between old and young, men and women, nobles and commoners, and free-born and slaves in precolonial Africa. *Open to all students. Not offered in 1989-90.*

Ms. Kapteijns

265 (2) History of Modern Africa

Many of Africa's current characteristics are the heritage of its colonial experience, which varied from one area to the other. This course will deal with the different types of colonies—from those settled by European planters to the "Cinderella's" or minimally exploited ones—and will trace African responses to colonial rule up to the achievement of political independence. While the course will include an outline of the political history of the post-colonial period, the emphasis will be on an analysis of the roots of poverty, the food crisis, civil war and secessionism, the problem of tyranny, and East-West rivalry. *Open to all students. Not offered in 1989-90.*

Ms. Kapteijns

267 (1) History of North Africa

An introduction to the history of what are today Libya, Tunisia, Algeria, Morocco, and Mauritania. Exploration and analysis of the salient features of society, economy, culture and politics since the 16th century. Emphasis on the origins and development of nation states in the region, interaction with Europe and the Middle East, the colonial period, and the processes of decolonization and national liberation necessary to understand the region today. Some attention to theoretical and methodological issues in North African historiography. *Open to all students.*

Mr. Rollman

270 (1) Early Modern Japan

Introduction to the history of Japan from the sixteenth to the early nineteenth century. Topics include civil strife in the era of Warring States, the great unification and the age of peace under the Tokugawa shogunate, the decentralized Bakufu-Domain polity, popular culture and the revival of classic ideas, the integration of hamlet and villages into the market economy, and peasant uprisings and social unrest. *Open to all students.*

Ms. Hanawa

271 (2) Modern Japan

The emergence of Japan as a modern nation from the early nineteenth century to the period after World War II. Emphasis on the interaction of internal and external sources of change; continuity and change in political institutions and cultural patterns; economic growth, urbanization and social dislocation; the anticipation of renewal and new achievements; the culture of militarism in the late 1930s; defeat and occupation; and postwar recovery. *Open to all students*

Ms. Hanawa

275 (1) Imperial China

After a survey of earlier developments in Chinese history, the course will focus on the period from late Ming (ca. 1600) to the eve of the revolution of 1911. Emphasis will be placed on both internal and external sources of change: the growing commercialization of Chinese society, unprecedented population expansion, the doubling of the size of the Chinese empire in the 18th century, indigenous intellectual and cultural developments, the political-economic-intellectual impact of the West and the progressive break-down of Chinese society and polity in the 19th century. *Open to all students.*

Mr. Cohen

276 (2) China in Revolution

An introduction to the revolutionary changes that have swept China in the 20th century. Among topics to be covered: the revolution of 1911 and its meaning; warlordism and the militarization of Chinese politics; May Fourth cultural, intellectual, and literary currents; Chiang Kai-shek and the Kuomintang; Mao Zedong and the early history of the Communist movement; social and economic changes; World War II; the Communist triumph in 1949 and major developments since; future problems. *Open to all students.*

Mr. Cohen

280 (2) Everyday Life in the Middle East and North Africa Since 1700

Discussion and analysis of local patterns of production, exchange, association, ecological accommodation, ritual, belief, and interaction with larger systems such as the state and commercial networks. Emphasis on the nature and pace of change in the area from Afghanistan to Morocco. Themes include the family, artisans, agriculture, urban development, aspects of legal process, military service and taxation, religious belief and practice. Readings from documents and local accounts in translation. *Open to all students.*

Mr. Rollman

284 (1) The Middle East in Modern History

A survey of Middle Eastern history from the late 19th century to the contemporary period, focusing on the area which today encompasses the Arab states, Iran, Israel (including the West Bank and Gaza), Turkey and Sudan. Themes include: patterns of Euro-

pean economic and political intervention; nationalist, socialist and religious ideologies and movements; the formation of the modern state; socio-economic transformations; inter-regional conflict and exchange; theory and method in the study of modern Middle East history and society. *Open to all students.*

Mr. Rollman

286 Islamic Society in Historical Perspective

This course will introduce students to the rich mosaic of Islamic society from the time of the Prophet to the First World War. Through the study of a wide variety of "building blocks" of Islamic society—from nomadic camp to metropole, from extended family to state bureaucracy, and from Islamic courts of law to Sufi brotherhoods—students will gain insight into some major themes of the political, religious, and socioeconomic history of the Islamic world in this time period. *Open to all students. Not offered in 1989-90.*

Ms. Kapteijns

290 (1) History of Israel

An exploration of the historical formation and development of Jewish statehood, from Biblical promise to political reality. Consideration of Jewish settlement in Palestine; the nature of the Zionist revolution; the evolution of a modern state within the boundaries of an ancient homeland; relations with Arabs; and continuing efforts to define the nature and purpose of a Jewish national home. *Prerequisite: same as for 246.*

Mr. Auerbach

295 (2) International Relations of the West, 1789-1962

Historical introduction to the development of international relations from the outbreak of the French Revolution to the Cuban Missile Crisis. Topics include: the Napoleonic Wars and the nineteenth century balance of power; the diplomacy of national unification and imperialist expansion; the origins of World Wars I and II; the emergence of Russian and American superpowers; the Cold War and European decline. *Prerequisite: same as for 223.*

Mr. Shennan

309 Social History of the United States, 1600-1850

The evolution of American society from a few scattered colonial settlements along the East Coast to an industrializing, culturally and racially diverse nation that spanned the continent. Students will apply theories and models of social organization to selected topics covering the period from 1600 to 1850, including New England community life, the emergence of Afro-American culture, beginning of the Industrial Revolution, and political turmoil that preceded the Civil War. *Open to juniors and seniors who have taken two units of history or by permission of the instructor. Not offered in 1989-90.*

Ms. Jones

310 (2) Social History of the United States, 1877-1985

The development of American society in terms of changing family organization, socioeconomic class structure, patterns of work and leisure time activities, industrialization, urbanization, ethnic groups, and social and geographical mobility. *Prerequisite: same as for 309.*

Ms. Halter

314 America in the Progressive Era

American society between 1890-1920, focusing on the impact of urban industrial growth and movements for social reform. Emphasis on problems that persist in American public life: political corruption, corporate wealth, presidential power, immigration, private property and public responsibility. *Open to juniors and seniors, and by permission of the instructor to especially qualified sophomores. Not offered in 1989-90.*

Mr. Auerbach

315 America in the 1960s

Analysis of the various movements which have come to be associated with the decade of the 1960s including Civil Rights, the New Left, feminism, anti-war activity and the counter culture. *Open to juniors and seniors. Not offered in 1989-90.*

Ms. Halter

325 (2) The Romantic Era in Germany

German culture and society from the Napoleonic Wars to the revolutions of 1848, focusing on Berlin, Vienna, and Weimar. Exploration of changes in art, literature, music, philosophy, and politics in their social context. Figures and groups to be studied include: in literature, Kleist, Rahel Varnhagen, Goethe, E.T.A. Hoffmann and Heine; in music, Beethoven; in architecture, Schinkel; in art, Caspar David Friedrich; and in politics, Hegel and the young Hegelians (Feuerbach and Marx). *Prerequisite: same as for 314.*

Mr. Knudsen

330 (2) Seminar. Medieval Heroes and Heroines

An examination of both the mythological and the historical functions of the "hero" in human societies since earliest times, but with attention focused primarily upon the medieval world between 400 and 1500. Through chronicles, biographies, and autobiographies, we will investigate the phenomenon of "heroization" and the ways in which heroic figures in premodern European history have changed in character with the changing conditions for successful leadership. *Open by permission of the instructor to juniors, seniors, and to especially qualified sophomores. Signature required to guarantee admission.*

Mr. Cox

331 (1) Seminar. Kingship and Society in Renaissance France

Politics, religion, society and culture in France from the reign of Louis XI to the death of Henry IV, studied through the literature, art, music and philosophy of the period. Topics include Renaissance ideas of kingship, the growth of the early modern nation-state, the breakdown of authority during the period of religious warfare, and the origins of absolutism. Attention also to social history, focusing on changes in family structure and the lives of women and children. Reading knowledge of French desirable but not required. *Prerequisite: same as for 330.*

Ms. Taylor

333 Seminar. Renaissance Florence

The Florentine Renaissance was a period of social upheaval, political constriction, economic depression, and religious uncertainty. In what ways did the social, political, and economic crises serve as the background and impetus to the intellectual and artistic flowering? We will approach this question by examining the structure of Florentine society, and in particular the life and mentality of the patrician families whose patronage and protection fueled the "golden age" of Florentine culture. *Prerequisite: same as for 330. Not offered in 1989-90.*

Ms. Park

335 (2) Seminar. Jefferson

Analysis of the life, philosophy and public career of Thomas Jefferson in the context of the 18th-century Enlightenment in Europe and America. *Prerequisite: same as for 330.*

Mrs. Preyer

336 Seminar. Hidden Bonds of Womanhood: Black and White Women in the South, 1930-1980

The history of southern women, as shaped by their everyday experiences related to work, education, and family life, and by the social and economic upheavals precipitated by the Great Depression, World War II, the Civil Rights Revolution, and the emerging women's movement, with special attention to the divisive forces of racial prejudice and class conflict. Students will examine autobiographies, historical monographs, novels, and the recent documentary film series chronicling the Civil Rights movement, "Eyes on the Prize." *Prerequisite: same as for 330. Not offered in 1989-90.*

Ms. Jones

337 (2) Seminar. The American Promised Land

Intensive analysis of selected texts, drawn from various disciplines and historical eras, which attempt to define the uniqueness of the American promise. Topic for 1989-90: The Promise of American Life: The Progressive Vision. When Americans first confronted their new urban industrial society, at the turn of this century, some struggled to fit it into older conceptions of social order based upon individual autonomy and limited government. Others developed new models of public reponsibility, stressing interdependence and government regulation. Their debate still defines the contours of American public life nearly a century later. Special attention to significant writings by (and about) Theodore Roosevelt, Jane Addams, Louis Brandeis, Emma Goldman, and Woodrow Wilson. Not open to students who have taken History 314. Prerequisite: same as for 330.

Mr. Auerbach

339 Seminar. American Jewish History

The development of American Jewish life and institutions, especially since the era of mass immigration from Eastern Europe. Particular attention to the pressures, pleasures, and perils of acculturation. Historical and literary evidence will guide explorations into the social, psychological, and political implications of Jewish minority status in the United States. *Prerequisite: same as for 330. Not offered in 1989-90.*

Mr. Auerbach

340 Seminar. American Legal History

Selected topics relating to the development of American law and legal institutions during the 18th and 19th centuries. *Prerequisite: same as for 330. Not offered in 1989-90.*

Mrs. Preyer

341 Seminar. The Nature and Meanings of History

Introduction to modern historical writing with an emphasis on the tendencies and counter-tendencies in the 20th-century European tradition. Particular concern with patterns of historical explanation as adopted by practicing historians: individual and collective biography, demography and family reconstruction, psycho-history, Marxism. *Prerequisite: same as for 330. Not offered in 1989-90.*

Mr. Knudsen

344 Seminar. Gendered Domains: Women and Men in Modern Japan

The historical metamorphoses of gender roles and ideologies from 1860 to the present. We will examine the ways in which particular domains have come to be defined as male or female preserves; what constellations of historical circumstances inform the construction, extension, and declension of particular gendered domains; and how changes of gender ideologies are related to transformations in other areas such as labor force participation, patterns of childrearing, or modes of political behavior. *Prerequisite: 270 or permission of the instructor. Signature required to guarantee admission. Not offered in 1989-90.*

Ms. Hanawa

346 Seminar. China and America: The Evolution of a Troubled Relationship

Despite the long-standing myth of a "special relationship" between China and the U.S., it is arguable that from the 19th century to the present what has been most special about this relationship is the degree to which it has been marked by misunderstanding and conflict. This theme will be explored through such topics as: the treatment of Chinese in California and U.S. exclusion legislation, the rhetoric and reality of the Open Door, American intellectual and cultural influence on China in the 1920s and 1930s, China and the U.S. as allies during World War II, American intervention in the Chinese civil war, McCarthyism and the re-emergence of anti-Chinese feeling in the 1950s, the Nixon opening and the renewal of diplomatic relations, current and future problems in Sino-American relations. *Open by permission of the instructor to juniors and seniors with background in either Chinese or American history. Signature required to guarantee admission. Not offered in 1989-90.*

Mr. Cohen

347 (2) The Cultural Revolution in China

The Cultural Revolution approached on three levels: as a major event in recent Chinese history, with its specific causes, nature, and consequences; as individual experience reflected in memoirs, recollections, fiction; and as a set of myths generated and communicated by China's leadership, the Chinese people, and foreign observers. Attention to the distinctive characteristics of each of these modes of historical representation. Concludes with a comparison of the Cultural Revolution to other major historical events. Enrollment limited to 20. *Open by permission of the instructor to juniors, seniors, and qualified sophomores.*

Mr. Cohen

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

351 Seminar. Rebels in Victorian England

Contrary to common assumptions about the Victorians, many individuals and groups vigorously combatted the status quo in the 1860s-1890s. Seminar members will choose topics to explore, such as: the women's struggle for emancipation; the Irish fight against their oppressors; the working men's movement for political and trades union rights; the quest for freedom of belief and unbelief; the drive to educate the masses; the challenge to laissez faire theory and practice. *Prerequisite: same as for 330. Not offered in 1989-90.*

Mrs. Robinson

353 (1) Seminar. The Immigrant Experience in America

The personal and collective experience of immigrants to the United States during the 19th and 20th centuries. Students will receive training in the methodology of oral history as a tool to examine premigration cultures, immigrant expectation and adaptation, sojourner migrants, the persistence of ethnic enclaves in the urban environment and the condition of the most recent wave of newcomers to contemporary America. *Prerequisite: same as for 330.*

Ms. Halter

356 (1) Seminar. Russia at War

For the Soviet Union the Second World War was a harrowing ordeal whose memory is still invoked by Soviet leaders and Western observers to explain current political behavior. This seminar will explore in depth this formative period of Soviet history, and will include the following topics: the Nazi-Soviet pact; the siege of Leningrad; the Western alliance;

U.S. and British perceptions of the U.S.S.R. during the war; wartime propaganda and culture; the "Great Patriotic War" as political myth. *Open by permission of the instructor to students with a background in soviet history or politics or the history of 20th century Europe. Signature required to guarantee admission.*

Ms. Tumarkin

357 (1) Seminar. Germany in the Twenties

Introduction to the Weimar Republic from its revolutionary beginnings in 1918 until the Depression and the Nazi takeover. Course will study the politics, society and culture of the 1920s using memoirs, plays, films, novels and pamphlets. *Prerequisite: same as for 330.*

Mr. Knudsen

358 (1) Seminar. Origins of the World Wars

A comparative study of the literature and the historians' debates about the coming of war in 1914 and again in 1939. The alleged underlying origins, some of the precipitating crises, and the roles of the various powers will be examined. Special attention will be given to the equivocalosition of Great Britain in both the pre-World War I and pre-World War II years. *Prerequisite: same as for 330.*

Mrs. Robinson

359 Seminar. Soviet Union since Stalin

This seminar begins with the death of Stalin in 1953 and moves on to explore a variety of themes in recent Soviet history. Topics include: Khrushchev, Brezhnev, and their successors in the Kremlin; Soviet foreign policy in the nuclear age; Soviet women; the Gorbachev reforms in historical context. *Open by permission of the instructor to students with a background in Soviet history or politics. Signature required to guarantee admission. Not offered in 1989-90.*

Ms. Tumarkin

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

361 Seminar. Crisis and Renovation: Comparative Themes in the History of France and Britain, 1930-80

A comparative perspective on French and British responses to changing international, political, economic, and social realities. Issues include: crisis of the 1930s; World War II and its postwar impact; decolonization; relations with the United States; modernization and social change in the 1950s and 1960s; and the politics of the 1960s and 1970s. *Prerequisite: same as for 330. Not offered in 1989-90.*

Mr. Shennan

364 Seminar. Women in Islamic Society: Historical Perspectives

This seminar will examine the changing social roles of women in the Islamic world, from Pakistan to Morocco. It will consist of three parts. Part One will focus on the rights and duties of women as defined by the Koran and the Shari'a (Islamic Law). Part Two will explore the theoretical and historiographical literature on women in Islamic societies. In Part Three, which will form the bulk of the course, students will examine the social roles and position of women in concrete historical situations. *Prerequisite: same as for 330. Not offered in 1989-90.*

Ms. Kapteijns

365 (1) The Legacy of the French Revolution, 1789-1989

Examination of the impact of the French Revolution on France and the world over the past two centuries. Subjects include: ideologies of republicanism and counter-revolution; traditions of the revolutionary crowd and the revolutionary army; changing collective memories of the revolution and the manipulation of revolutionary myths. *Open by permission of the instructor to juniors and seniors, and to especially qualified sophomores.*

Mr. Shennan

366 (2) Tales from the Grand Tour: European Travelers and the Idea of the Orient

A study of the images contained in the literary and visual accounts of European and American artists and writers who travelled to the Middle East and North Africa in the 19th and early 20th centuries. Emphasis on the relationships of the images in these works to European "Orientalism" and popular stereotypes of culture, society and government in the region. Assessment of the political and historical context and implications of these works. Reading of works by Flaubert, Twain, Delacroix, Roberts, Disraeli, Eberhardt, and others. *Prerequisite: same as for 330.*

Mr. Rollman

367 (2) Seminar. Jewish Ethnicity and Citizenship

Modern Jewish history is delicately suspended between the pull of assimilation and the pull of identification with community and peoplehood. Our focus will be on the origins of this tension and its significance. We shall begin with the emergence of Jewish enlightenment in Germany and turn to the struggle for political equality and citizenship in Western Europe. Other topics include crises and divisions in the course of the 19th century, the religious and national alternatives which they produced, and the dilemmas of other groups or ethnicities who find the price of acculturation to be the risk of abandoning what is uniquely theirs. *Prerequisite: same as 330.*

Ms. Malino

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Black Studies 105 (1) (B^2)

Introduction to the Black Experience

Black Studies 150d (2) (B^1)

1919: The Year of the New Negro. *Not offered in 1989-90.*

Black Studies 200 (1) (B^1)

Africans in Antiquity

Black Studies 206 (2) (B^1)

Introduction to Afro-American History, 1500-Present

Black Studies 216 (1) (B^1)

History of the West Indies. *Not offered in 1989-90.*

Black Studies 319 (1)(B^1)

Pan-Africanism. *Not offered in 1989-90.*

Black Studies 340 (2)(B^1)

Seminar. Afro-American History

Classical Civilization 326 (1)(B)

The Ancient City. *Not offered in 1989-90.*

Education 212 (1)(B^1)

History of American Education

Education 214 (2)(B^1,^{2})

Youth, Education and Student Activism in Twentieth-Century America

Education 312 (1)(B^1)

Seminar. History of Child Rearing and the Family

Religion 203

The Ancient Near East. *Not offered in 1989-90.*

Religion 218 (1)

Religion in America

Religion 255 (2)

Japanese Religion and Culture. *Not offered in 1989-90.*

Religion 340 (1)

Seminar. The Holocaust

Religion 341

Seminar. Zionism. *Not offered in 1989-90.*

Spanish 260 (2)

History of Latin America. *Not offered in 1989-90.*

Spanish 261 (1)

History of Spain. *Not offered in 1989-90.*

Women's Studies 316 (2)

Seminar. History and Politics of Sexuality in the United States

Women's Studies 320

Women and Health. *Not offered in 1989-90.*

Directions for Election

The History Department allows majors great latitude in designing a program of study, but it is important for a program to have both breadth and depth. To ensure breadth, the Department requires majors, beginning with the class of 1992, to take at least one from each of the following groups of courses: 1) 263, 264, 265, 270, 271, 275, 276, 284, 286 (Africa, Japan, China, Middle East); and 2) 100, 101, 102, 200, 201, 246 (Europe, the United States, Russia). We strongly recommend that majors take at least one course in the pre-modern West (ancient Greece and Rome, Europe before 1600). To encourage depth of historical understanding, we urge majors to focus eventually upon a special field of study,

such as (1) a particular geographical area, country, or culture; (2) a specific time period; (3) a particular historical approach, e.g., intellectual and cultural history, social and economic history; (4) a specific historical theme, e.g., the history of women, revolutions, colonialism. Finally, we require majors to include at least one seminar in their programs. No more than one crosslisted course may be counted toward a History major.

The History minor consists of a minimum of five courses, of which at least four must be above the 100 level and at least one at the 300 level (excluding 350). Of these five units, at least three shall represent a coherent and integrated field of interest, such as, for example, American history, medieval and Renaissance history, or social history. Of the other two units, at least one shall be in a different field. Normally at least four units must be taken at Wellesley. Crosslisted courses do not count toward the minor.

Most 200-level courses in the Department are open to first year students, but students without a strong background in European history should elect 100, 101, or both before taking other courses in the European field. Seminars are ordinarily limited to 15 students and the signature of the instructor is required to guarantee admission to the seminar.

Italian

INTERDEPARTMENTAL MAJOR

Italian Culture

Professor: *Jacoff (Chair)*

Assistant Professor: *Mattii, Viano, Ward*

Lecturer: *Di Martino*[A]

All courses, unless otherwise listed, are conducted in Italian. In all courses given in Italian, except seminars, some work may be required in the language laboratory.

Qualified students are encouraged to spend the junior year in Italy. **See p. 62.**

Attention is called to the major in Italian Culture. See Directions for Election.

100 (1-2) Elementary Italian

Development of basic language skills for the purpose of acquiring contemporary spoken Italian and a reading knowledge useful in the study of other disciplines. A general view of Italian civilization. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily.*

Mr. Viano, Mr. Ward

202 (1) Intermediate Italian I

Review of grammar and syntax; development of vocabulary. There will be short written compositions and emphasis on the spoken language with conversations on a variety of topics. The topics will be suggested by the reading of a significant modern novel or selected short stories. The novel or stories will be supplemented by pertinent articles which clarify their themes in historical and social terms. Three periods. *Prerequisite: 100 or by permission of the instructor.*

Mr. Viano, Mr. Ward

203 (2) Intermediate Italian II

Development and refinement of language skills, with equal emphasis on written and oral practice. A variety of fictional and non-fictional texts will be read. The readings will be the basis for class discussion of cultural, historical and literary issues. In this fourth semester of Italian, there will be great emphasis on critical and analytical reading skills. Three periods. *Prerequisite: 202 or by permission of the instructor. Majors are encouraged to take both 203 and 205.*

Ms. Mattii, Mr. Ward

205 (2) Intermediate Spoken Italian

The course develops oral skills by considering the major communicative functions for which language is used. Course activities include work in pairs and in groups, communication games, role playing and simulation exercises. Students will use both audio and video programs which will form the basis of class discussions. Three periods. *Prerequisite: 202 or by permission of the instructor. Majors are encouraged to take both 203 and 205. Not offered in 1989-90.*

Ms. DiMartino

206 (1) Introduction to Modern Italian Literature

Topic for 1989-90: Images of Women in Italian Literature of the Nineteenth and Twentieth Centuries. The course will examine the representation in fiction of women in relation to socio-political and cultural changes. *Prerequisite: 203 or by permission of the instructor.*

Ms. Mattii

207 (2) Studies in Italian Renaissance Literature

An introduction to Medieval and Renaissance Italian literature through consideration of major authors such as Dante, Petrarch, Boccaccio, Machiavelli, and Castiglione. The course will explore the changing significance of the role of human love, the relationship between intellectual and civic life, and the role of literature itself. *Prerequisite: 206 or by permission of the instructor. Not offered in 1989-90.*

Ms. Mattii

208 (2) Italy: A Cultural Perspective (In English)

An examination of the beliefs, customs, values, social practices, and myths which constitute modern Italian culture. An understanding of the present cultural configuration within its historical perspective will be achieved through analyses of literary and sociological texts as well as audio-visual materials. *Open to all students.*

Mr. Viano

209 (2) Studies in Italian Literature

Topic for 1989-90: The Italian Short Story. The history of an art form relevant to the development of the Italian literary tradition. Writings by Boccaccio, Bandello, Verga, Pirandello, Moravia, Calvino and Anna Banti. *Prerequisite: 206 or by permission of the instructor.*

Ms. Jacoff

211 (1) (2) Dante (in English)

An introduction to Dante and his culture. This course presumes no special background and attempts to create a context in which Dante's poetry can be carefully explored. It concentrates on the *Divine Comedy*, with emphasis on the *Inferno* in the fall semester, and on the *Purgatorio* and *Paradiso* in the spring. The centrality and encyclopedic nature of the *Comedy* make it a paradigmatic work for students of the Middle Ages. Since Dante has profoundly influenced several writers of the 19th and 20th centuries, students will find that knowledge of the *Comedy* illuminates modern literature as well. Students majoring in Italian will receive credit toward the major by doing the reading and selected writing in Italian. *Open to all students. Students may elect to take the course for either semester.*

Ms. Jacoff

212 (2) Literature of the Italian Renaissance (In English)

An opportunity to read certain key texts of the Italian Renaissance in depth: Boccacio's *Decameron*, selected Petrarch letters and poems, Cellini's Autobiography, Castiglione's *The Courtier* and Machiavelli's *Prince* and *Discourses*. The focus will be on stylistic and thematic issues and on the problems of interpretation raised by these texts. *Not offered in 1989-90.*

Ms. Jacoff

244 (2) Italian Cinema as an Art Form (in English)

Besides investigating the contribution of post-war Italian cinema to the development of cinematic art, the course will explore issues that pertain to contemporary western culture: Realism vs. Modernism, Ideology and the image. If readings and papers are done in Italian, the course will count toward the major in Italian. *Open to all students. Not offered in 1989-90.*

Mr. Viano

308 (1) The Contemporary Novel

The development of an art form in relation to the literary and intellectual history of modern Italy. Representative theoretical and fictional texts will illustrate the diversity of stylistic and thematic concerns of a variety of writers and movements. The focus will be on novels by Moravia, Vittorini, Pavese, Gadda and Calvino. *Prerequisite: 209 or by permission of the instructor.*

Ms. Mattii

349 (2) Seminar. Literature and History

Topic for 1989-90: The Unending Conflict Between Man and History as Represented in the Works by Foscolo, Manzoni, Verga, Pirandello, Tomasi di Lampedusa and Elsa Morante. *Open by permission of the instructor.*

Ms. Mattii

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to students who have completed two units in literature in the department.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

Course 100 is counted toward the degree but not toward the major.

The Italian major offers students the opportunity to acquire fluency in the language and knowledge of the literature and culture of Italy. Students are urged to begin Italian in their first year. Italian 100 counts toward the degree, but not the major. Students majoring in Italian are required to take eight units above the 100 level, two of which must be at Grade III level. Students should consult with the chair about the sequence of courses they will take. Courses given in translation count toward the major when all the written work is done in Italian. Qualified students are encouraged to spend their junior year abroad on an approved program. Courses in other languages and literatures, art and history are strongly recommended to supplement work in the major.

Italian Culture

AN INTERDEPARTMENTAL MAJOR

Director: *Jacoff*

The major in Italian Culture offers students the opportunity to acquire fluency in the language and to deepen their knowledge of Italy through the study of its literature, art, history, music and thought. The program for each student will be planned individually with the director. At least four units in Italian above the 100 level, one of which must be at Grade III level, must be included in the program; in addition, the student will take at least four units above the 100 level in related departments, one of which must be at Grade III level. Courses given in translation will count toward the major.

The following courses are available for majors in Italian Culture:

Art 200 (1)
Classical Art. Topic for 1989-90: Roman Art

Art 220 (1)
Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

Art 229 (1)
Renaissance and Baroque Architecture. *Not offered in 1989-90.*

Art 250 (1)
From Giotto to the Art of the Courts: Italy and France, 1300-1420

Art 251 (2)
Italian Renaissance Art

Art 254 (1)
Urban Form. Medieval Renaissance and Baroque. *Not offered in 1989-90.*

Art 304 (1)
Seminar. Problems in Italian Renaissance Sculpture. *Not offered in 1989-90.*

Art 330 (1)
Seminar. Renaissance Art in Venice and in Northern Italy

Art 333 (2)
Seminar. The High Baroque in Rome

History 223
From Closed World to Infinite Universe. *Not offered in 1989-90*

History 231
History of Rome. *Not offered in 1989-90.*

History 233
Renaissance Italy. *Not offered in 1989-90.*

History 333
Seminar. Renaissance Florence. *Not offered in 1989-90.*

Italian 202 (1)
Intermediate Italian I

Italian 203 (2)
Intermediate Italian II

Italian 205 (2)
Intermediate Spoken Italian. *Not offered in 1989-90.*

Italian 206 (I)
Introduction to Modern Italian Literature

Italian 207 (2)
Studies in Italian Renaissance Literature. *Not offered in 1989-90.*

Italian 208 (2)
Italy: A Cultural Perspective (In English)

Italian 209 (2)
Studies in Italian Literature

Italian 211 (I) (2)
Dante (in English)

Italian 244 (2)
Italian Cinema as an Art Form (In English). *Not offered in 1989-90.*

Italian 308 (I)
The Contemporary Novel

Italian 349 (2)
Seminar. Literature and History

Language Studies 237
History and Structure of the Romance Languages. *Not offered in 1989-90.*

Music 208 (I)
The Baroque Era. *Not offered in 1989-90.*

Music 215 (2)
The Opera. *Not offered in 1989-90.*

Japanese

INTERDEPARTMENTAL MAJOR:

Japanese Studies

Assistant Professor: *Morley (Chair), Kameshima*

Instructor: *Hanawa*

Language Assistant: *Torii*

107 (1-2)(A) Beginning Japanese

Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading and writing, using basic expressions and sentence patterns. Four periods with a fifth period to be arranged. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students.*

Ms. Morley and Staff

111 Introduction to Japanese Civilization

An interdisciplinary and topical introduction to the salient features and issues in Japanese civilization from the seventh century to the present. Topics include: indebtedness to China and to the West, the role of feudalism in modernization, development of uniquely Japanese cultural norms and social structure, emergence of Japan as a threat to and promise for the rest of the world. Approached from history, literature, art, religion, sociology, economics, and political science. Team-taught with lecturers. *Not offered in 1989-90.*

207 (1-2)(A) Intermediate Japanese

Continuation of Japanese 107. The first semester will emphasize further development of listening and speaking skills with more complex language structures as well as proficiency in reading and writing. The second semester will emphasize reading and writing skills. Four periods with a fifth period to be arranged. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: 107 (1-2) or by permission of the instructor.*

Ms. Kameshima and Staff

221 (I) Topics in Japanese Linguistics

Language and Society in Japan. This course will examine the interaction between language and culture in Japan. Focus on unique characteristics of women's speech in Japan. Topics also include the use of honorifics, gestures, conversation analyses, and the in-group/out-group consciousness as reflected

in the Japanese language. This course will provide a sociolinguistic background for both Japanese studies majors and language studies majors. *Prerequisites: Japanese 107 and/or Language Studies 114.*

Ms. Kameshima

251 (2) Japan Through Literature and Film

A study of the great works of Japanese literature in translation from the 10th through the 18th centuries, including the early poetic diaries of the Heian Court ladies, the *Tale of Genji*, the *Noh* plays, the puppet plays of Chikamatu, and the haiku poetry of Matsuo Basho. Emphasis on the changing world of the Japanese writer and the role of the texts in shaping Japanese aesthetic principles. Selected films shown throughout course. Offered in alternation with 351. *Open to all students.*

Ms. Morley

307(1-2) Advanced Japanese

Development and refinement of language skills with the aim of achieving fluency in verbal expression and mastery of reading and writing skills. Language laboratory attendance is required. Meets three days a week. *Prerequisite: 207 or the permission of the instructor.*

Ms. Kameshima

308 (1) Readings in Contemporary Japanese Prose

Reading and discussion in Japanese of selections from modern prose: short stories, essays, etc. Focus on advanced reading and translation skills. Two periods with discussion section. *Prerequisite: 307 (1-2) or by permission of instructor.*

Ms. Morley

309 (2) Readings on Contemporary Japanese Social Science

Readings in Japanese with selections from current newspapers and journals. Two periods with discussion section. *Prerequisite: 308, or by permission of instructor.*

Ms. Hanawa

351 (2) Seminar. Modern Japanese Novel in Translation

Analysis of selection of works by modern novelists from the 19th through the 20th centuries including Ogai, Soseki, Kawabata, Tanizaki, Mishima, Enchi, and others. Focus on the impact of the west in the 19th century and later of WWII and its aftermath on the development of modern Japanese writers. Offered in alternation with 251. *Prerequisite: one unit in Japanese Studies or by permission of instructor. Not offered in 1989-90.*

Ms. Morley

Cross-Listed Courses

For Credit

History 104

Introduction to Japan. *Not offered in 1989-90.*

History 271 (2)

Modern Japan

History 344

Seminar. Gendered Domains: Women and Men in Modern Japan. *Not offered in 1989-90.*

Religion 108 (1)

Introduction to Asian Religions

Religion 108M (2)

Introduction to Asian Religions

Religion 255

Japanese Religion and Culture. *Not offered in 1989-90.*

Japanese Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Kodera, Morley*

The Japanese Studies Program offers courses on traditional and modern Japan in several disciplines, including language. This major requires at least eight units, including two years of Japanese language training at the elementary level or at least two units in advanced Japanese. Students must select a minimum of four non-language courses from those listed below. Those primarily interested in traditional Japan are strongly encouraged to do some course work on traditional China. One course on China can count toward the major. Opportunities for study in Japan for different lengths of time are also available.

Art 249 (2)

Japanese Art. *Not offered in 1989-90.*

Economics 218 (2)

The East Asian Economies

History 104

Introduction to Japan. *Not offered in 1989-90.*

History 270 (1)

Early Modern Japan

History 271 (2)

Modern Japan

History 344

Seminar. Gendered Domains: Women and Men in Modern Japan. *Not offered in 1989-90.*

Japanese 107 (1-2) (A)

Beginning Japanese

Japanese 111

Introduction to Japanese Civilization. *Not offered in 1989-90.*

Japanese 207 (1-2) (A)

Intermediate Japanese

Japanese 221 (1)

Topics in Japanese Linguistics

Japanese 251 (2)

Japan Through Literature and Film

Japanese 307 (1-2)

Advanced Japanese

Japanese 308 (1)

Readings in Contemporary Japanese Prose

Japanese 309 (2)

Readings on Contemporary Japanese Social Science

Japanese 351 (2)

Seminar. Modern Japanese Novel in Translation. *Not offered in 1989-90.*

Religion 108 (1)

Introduction to Asian Religions

Religion 108M (2)

Introduction to Asian Religions

Religion 253

Buddhist Thought and Practice. *Not offered in 1989-90.*

Religion 255 (2)

Japanese Religion and Culture. *Not offered in 1989-90.*

Religion 353

Seminar. Zen Buddhism. *Not offered in 1989-90.*

Religion 356 (2)

Seminar. Ideal Society in East Asian Religions

Theatre Studies 207 (2)

East Asian Theatre

Jewish Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Malino*

The major in Jewish Studies is designed to acquaint students with the many facets of Jewish civilization, from antiquity to the present and in diverse geographic regions, through an interdisciplinary study of Jewish religion, history, philosophy, art, literature, social and political institutions and cultural patterns.

For a major in Jewish Studies, students must take Religion 140 and show proficiency in Hebrew (equivalent to at least two semesters at the second-year level). In certain cases, where students whose area of concentration necessitate another language (such as Arabic, French, Spanish, Yiddish), that language may be substituted for Hebrew in consultation with the student's major advisor. In addition, students are expected to concentrate in some area or aspect of Jewish studies (such as religion, history or Hebrew language and literature) by taking four courses above the Grade I level, including at least two at the Grade III level. Students are encouraged to apply to participate in "Wellesley-in-Israel," a January seminar in Jerusalem which focuses on archaeology in Israel, and which is held in cooperation with The Hebrew University of Jerusalem.

Majors devise their own programs in consultation with their faculty advisor, either the Director of the Jewish Studies Program or an appropriate faculty member from the student's area of concentration.

In addition to Wellesley courses, students are encouraged to take courses at Brandeis University in the Department of Near Eastern and Judaic Studies that may be applicable to the Jewish Studies major. These courses must be approved, in advance, by the corresponding department at Wellesley. See the Director of Jewish Studies for further details.

A minor in Jewish Studies (5 units) consists of: (A) Religion 140 and (B) 4 units from the following (of which at least one must be at the 300 level and no more than one at the 100 level): History 217, 218, 290, 339, 367; Philosophy 219; Political Science 326; Religion 104, 105, 202, 203, 206, 207, 241, 242, 243, 244, 245, 304, 305, 339, 340, 341; Spanish 206 and 253 and (C) units must be taken in at least 2 departments; in consultation with her advisor or the Director of the Program in Jewish Studies, a student can also arrange to take courses for inclusion in the Jewish Studies minor in Brandeis University's Department of Near Eastern and Judaic Studies.

The following courses are available in Jewish Studies; for related courses, consult the Director of the Program.

History 217 (1)
The Making of European Jewry 1085-1815

History 218 (2)
Jews in the Modern World 1815-Present

History 290 (1)
History of Israel

History 339
Seminar. American Jewish History. *Not offered in 1989-90.*

History 367 (2)
Jewish Ethnicity and Citizenship

Philosophy 219
Personal Identity in Medieval Philosophy. *Not offered in 1989-90.*

Political Science 326
International Politics in the Middle East. *Not offered in 1989-90.*

Religion 104 (1)
Introduction to the Hebrew Bible/Old Testament

Religion 105 (1) (2)
Introduction to the New Testament

Religion 140 (1)
Introduction to Judaism

Religion 199 (1-2)
Elementary Hebrew 2

Religion 202 (1)
Archaeology and the Bible

Religion 203
The Ancient Near East. *Not offered in 1989-90.*

Religion 206
Prayer, Wisdom, and Love in the Hebrew Bible/Old Testament. *Not offered in 1989-90.*

Religion 207
The Exodus. *Not offered in 1989-90.*

Religion 208
Eighth-Century Prophecy. *Not offered in 1989-90.*

Religion 241
Judaism and Modernity. *Not offered in 1989-90.*

Religion 242
Rabbis, Romans and Archaeology. *Not offered in 1989-90.*

Religion 243
Women in Judaism. *Not offered in 1989-90.*

Religion 244
Jewish Communities of the Islamic World. *Not offered in 1989-90.*

Religion 245
Hebrew and Yiddish Literature in Translation. *Not offered in 1989-90.*

Religion 299 (1) (2)
Intermediate Hebrew

Religion 304
Seminar. The Book of Isaiah. *Not offered in 1989-90.*

Religion 305 (2)
Seminar. Job and the Problem of Suffering

Religion 339
Judaism, Christianity, and Modernity. *Not offered in 1989-90.*

Religion 340 (1)
Seminar. The Holocaust

Religion 341
Seminar. Zionism. *Not offered in 1989-90.*

Spanish 206 (1)
Christians, Jews and Moors: The Spirit of Spain in its Literature

Spanish 253 (1)
The Writer and Human Rights in Latin America

Writing 125B (2)
Jerusalem: The Holy City

Language Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Levitt*

The major in Language Studies offers students who are interested in the field of linguistics the opportunity for interdisciplinary study of questions relating to the structure, history, philosophy, sociology and psychology of language.

A major in Language Studies has a number of core requirements. Students must take a minimum of four language studies courses: Language Studies 114 (Introduction to Linguistics), and either Language Studies 237 (History and Structure of the Romance Languages) or Language Studies 238 (Sociolinguistics) or Language Studies 240 (The Sounds of Language) or Language Studies 244 (Language: Form and Meaning) and Language Studies 312 (Bilingualism: An Exploration of Language, Mind and Culture) or Language Studies 322 (Child Language Acquisition). In addition, majors must elect a concentration of at least four courses above Grade I in a single area, including at least two units at Grade III that are approved by the Language Studies Director. Concentrations may be in one department or may be constructed across departments. In either case, the major must demonstrate intellectual coherence. Students majoring in Language Studies are strongly urged to elect basic method and theory courses in their field of concentration and to show proficiency in a foreign language at the intermediate level or above.

Students are urged to consult the MIT catalogue for additional offerings for the major.

114 (1) Introduction to Linguistics

Designed to familiarize the student with some of the essential concepts of language description. Suitable problem sets in English and in other languages will provide opportunities to study the basic systems of language organization. Changes in linguistic methodology over the last century will also be discussed. *Open to all students.*

Ms. Levitt

237 History and Structure of the Romance Languages

Open to students of French, Italian, Spanish and Latin, this course deals with the development of the modern Romance languages from Vulgar Latin. Primary emphasis will be placed on examining this development from a linguistic point of view, stress-

ing general principles of historical change. Some reading and comparison of early texts in each of the languages will also be included. *Prerequisite: 114 or permission of the instructor. Not offered in 1989-90.*

Ms. Levitt

238 Sociolinguistics

An interdisciplinary course designed for students in the humanities and social sciences based on the application of linguistics to the analysis of language in its written and spoken forms. Emphasis on the way levels of social expression are conveyed by variations in the structural and semantic organization of language. Includes extensive study of women's language. *Prerequisite: 114 or permission of the instructor. Not offered in 1989-90.*

Ms. Levitt

240 (2) The Sounds of Language

Examination of the sounds of language from the perspective of phonetics (What are all the possible linguistically-relevant sounds of the human vocal tract?) and of phonology (How does each language organize a subset of those sounds into a coherent linguistic system?) Each student will choose a foreign language for intensive study of its phonetic, phonologic, and prosodic characteristics. Includes extensive use of the speech analysis facilities of the MacLab. *Prerequisite: 114 or by permission of the instructor.*

Ms. Levitt

244 (2) Language Form and Meaning

A study of formal approaches to the description of the syntax (form) and semantics (meaning) of language, beginning with transformational grammar and extending to current research. Topics will include some linguistic pragmatics (basic speech act theory, discourse structure). This course provides the relevant theoretical background for both language studies majors and students interested in artificial intelligence. *Prerequisite: Language Studies 114. Not offered in 1989-90.*

Ms. Herskovits

312 (2) Bilingualism: An Exploration of Language, Mind and Culture

Exploration of the relationship of language to mind and culture through the study of bilingualism. Focus on the bilingual individual for questions concerning language and mind: The detection of 'foreign' accent, the relationship of words to concepts, the organization of the mental lexicon, language specialization of the brain, and the effects of early bilingualism on cognitive functioning. The bilingual nation will be the focus for questions dealing with language and culture: The societal conventions governing use of one language over another, the effects of extended bilingualism on language development and change, and the political and educational impact of a government's establishing official bilingualism. *Prerequisite: an appropriate Grade II course in language studies, psychology, anthropology or philosophy or permission of the instructor. Not offered in 1989-90.*

Ms. Levitt

322 (2) Child Language Acquisition

Language acquisition in young children. Examination of children's developing linguistic abilities and evaluation of current theories of language learning. Topics include infant speech perception and production and the development of phonology, morphology, the lexicon, syntax and semantics in the young child. Data from studies of children learning languages other than English will also be considered. *Open to juniors and seniors who have taken Language Studies 114 or Psychology 216, or by permission of the instructor.*

Ms. Levitt

The following courses are available for credit in Language Studies:

Computer Science 235 (2)
Languages and Automata

Education 308 (2)
Seminar on Foreign Language Methodology. *Not offered in 1989-90.*

English 381 (2)
Linguistics, Philology, and English Literature. *Not offered in 1989-90.*

French 222 (1) (2)
Studies in Language I

French 308 (2)
Advanced Studies in Language I. *Not offered in 1989-90.*

French 309 (2)
Advanced Studies in Language II

Philosophy 207 (1)
Philosophy of Language

Philosophy 215 (2)
Philosophy of Mind

Philosophy 216 (1)(2)
Logic

Psychology 216
Psychology of Language. *Not offered in 1989-90.*

Psychology 330 (1)
Seminar. Cognitive Science

Russian 301 (1)
Advanced Russian

Russian 302 (2)
Advanced Study of Modern Russian

Mathematics

Professor: *Wilcox, Shuchat, Shultz, Sontag*

Associate Professor: *Wang (Chair), Hirschhorn[A], Magid*

Assistant Professor: *Brosius, Blomstrom, Goerss[A], Levenberg[A2], Morton, Scattone, de Rezende, van Mulbregt*

Most courses meet for two periods weekly with a third period approximately every other week.

100 (1) (2) **Introduction to Mathematical Thought**

Topics chosen from areas such as strategies, computers, infinite sets, knots, coloring problems, number theory, geometry, group theory. Neither 100 nor 102 may be counted toward the major; both may be elected. *Not open to students who have taken 115 or the equivalent.*

Ms. de Rezende, Mr. Wilcox

102 (1) (2) **Applications of Mathematics without Calculus**

Introduction to topics such as probability and statistics, matrices and vectors, linear programming, game theory; applications in the biological and social sciences. Neither 100 nor 102 may be counted toward the major; both may be elected. *Open to all students.*

Ms. Blomstrom, Mr. Shuchat

103 (1) **Precalculus**

This course is open to students who lack the necessary preparation for 115 and provides a review of algebra, trigonometry, and logarithms necessary for work in calculus. Methods of problem solving; an emphasis on development of analytic and algebraic skills. 103 does not count toward the Group C distribution requirement. *Open by permission of the department.*

Mr. Wilcox

115 (1) (2) **Calculus I**

Introduction to differential and integral calculus for functions of one variable. Differentiation and integration of algebraic and transcendental functions. Applications to curve sketching, extremal problems, velocities, related rates, areas, linear approximation, and differential equations. *Open to all students who have not taken an equivalent course.*

The Staff

116 (1) (2) Calculus II

Theoretical basis of limits and continuity, Mean Value Theorem, inverse trigonometric functions, further integration techniques. L'Hôpital's rule, improper integrals. Applications to volumes. Infinite sequences and series of numbers, power series, Taylor series.
Prerequisite: 115 or the equivalent.

The Staff

120 (1) Calculus IIA

A variant of 116 for students who have a thorough knowledge of the techniques of differentiation and integration, and familiarity with inverse trigonometric functions and the logarithmic and exponential functions. Includes a rigorous and careful treatment of limits, sequences and series, Taylor's theorem, approximations and numerical methods, Riemann sums. Improper integrals, L'Hôpital's rule, applications of integration. *Open by permission of the department to students who have completed a year of high school calculus. A placement test on techniques of integration and differentiation will be required of everyone enrolled in the course. (Students who have studied Taylor series should elect 205.) Not open to students who have completed 115, 116 or the equivalent.*

The Staff

205 (1) (2) Intermediate Calculus

Vectors, matrices, and determinants. Polar, cylindrical, and spherical coordinates. Curves, functions of several variables, partial and directional derivatives, gradients, vector-valued functions of a vector variable, Jacobian matrix. Multiple integrals. *Prerequisite: 116, 120, or the equivalent.*

The Staff

206 (1) (2) Linear Algebra

Real and complex vector spaces, subspaces, linear independence, bases, dimension, inner products. Linear transformations, matrix representations, range and null spaces, inverses, eigenvalues. Applications to differential equations and Markov processes. Emphasis on proving theorems. *Prerequisite: 205.*

Mr. Wilcox, Ms. Sontag

209 (1) (2) Methods of Advanced Calculus

Inverse- and implicit-function theorems. Line integrals, surface integrals, Green's Theorem, Gauss' Theorem, Stokes' Theorem. Introduction to complex-variable theory. Introduction to differential equations. *Prerequisite: 205.*

Mr. Magid, Mr. Brosius

210 (2) Differential Equations

Introduction to theory and solution of ordinary differential equations, with applications to such areas as physics, ecology, and economics. Includes linear and nonlinear differential equations and equation systems, existence and uniqueness theorems, and such solution methods as power series, Laplace transform, and graphical and numerical methods. *Prerequisite: 205*

Ms. Blomstrom

220 (2) Probability and Elementary Statistics

Topics selected from the theory of sets, discrete probability for both single and multivariate random variables, probability density for a single continuous random variable, expectations, mean, standard deviation, and sampling from a normal population. *Prerequisite: 116, 120, or the equivalent.*

Ms. Wang

225 (1) Combinatorics and Graph Theory

Enumeration of selections and arrangements, basic graph theory (isomorphism, coloring, trees), generating functions, recurrence relations. Methods of proof such as mathematical induction, proof by contradiction. Other possible topics: pigeonhole principle, Ramsey theory, Hamiltonian and Eulerian circuits, Polya's theorem. *Prerequisite: 116, 120, or the equivalent.*

Ms. Blomstrom

249 (1) Selected Topics

Topic for 1989-90: Number Theory. Results of such masters as Euclid, Fibonacci, and Fermat. Number theory in the style of the 19th century. Topics to include: integers, primes, greatest common divisors and Euclid's algorithm, congruences and the Chinese Remainder Theorem, quadratic residues and quadratic reciprocity, continued fractions and Fibonacci numbers, sums of squares, ruler and compass constructions. *Prerequisite: 206 or permission of the instructor.*

Mr. van Mulbregt

250 Topics in Applied Mathematics

Topic for 1988-89 was operations research and systems analysis. *Not offered in 1989-90.*

302 (1) (2) Elements of Analysis I

Metric spaces; compact, complete, and connected spaces; continuous functions; differentiation and integration; interchange of limit operations as time permits. *Prerequisite: 206.*

Ms. Wang, Mr. Wilcox

303 (1) Elements of Analysis II

Topics such as measure theory, Lebesgue integration, Fourier series, and calculus on manifolds. *Prerequisite: 302. Beginning in 1990-91, 303 and 310 will be offered in alternate years.*

Ms. Sontag

305 (1) (2) Modern Algebraic Theory I

Introduction to groups, rings, integral domains, and fields. *Prerequisite: 206.*

Mr. Scattone, Mr. Shultz

306 (1) Modern Algebraic Theory II

Topics chosen from the theory of abstract vector spaces, Galois theory, field theory. *Prerequisite: 305.*

Mr. Morton

307 (2) Topology

Introduction to point-set, algebraic, and differential topology. Topological spaces, continuity, connectedness, compactness, product spaces, separation axioms, homotopy, the fundamental group, manifolds. *Prerequisite: 302. Not offered in 1989-90. Offered in 1990-91.*

309 (2) Foundations of Mathematics

An introduction to the logical foundations of modern mathematics, including set theory, cardinal and ordinal arithmetic, and the axiom of choice. *Prerequisite: 302 or 305. Not offered in 1990-91.*

Ms. Sontag

310 (2) Functions of a Complex Variable

Analytic functions. Complex-integration theory including the Cauchy-Goursat Theorem; Taylor and Laurent series; Maximum Modulus Principle; residue theory and singularities; mapping properties of analytic functions. Additional topics such as conformal mapping and Riemann surfaces as time permits. *Prerequisite: 209 and 302. Beginning in 1990-91, 303 and 310 will be offered in alternate years.*

The Staff

349 (2) Selected Topics

Topic for 1989-90: Discrete Dynamical Systems. Study of time evolution of systems for discrete time intervals. Applies techniques of analysis, including difference equations. Topics include: chaos, Sarkovskii's Theorem, Morse-Smale diffeomorphisms. Final paper on applications to such fields as biology, economics and numerical analysis. *Prerequisite: 302.*

Mr. Magid

350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission. 350 students will be expected to participate in the Mathematical Research Seminar (see 360).

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See Directions for Election and p. 64 Departmental Honors. Students writing a senior thesis will be expected to participate regularly throughout the 360 and 370 in the Mathematical Research Seminar. This weekly seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Placement in Courses and Exemption Examinations

The Mathematics Department reviews elections of calculus students and places them in 103, 115, 116, 120, or 205 according to their previous courses and examination results. Students may not enroll in a course equivalent to one for which they have received high school or college credit. No special examination is necessary for placement in an advanced course. Also see the descriptions for these courses.

Students may receive course credit towards graduation through the CEEB Advanced Placement Tests in Mathematics. Students with scores of 4 or 5 on the AB Examination or 3 on the BC Examination receive one unit of credit and are eligible for 116. Those entering with scores of 4 or 5 on the BC Examination receive two units and are eligible for 205.

Students who are well prepared in calculus may receive partial exemption from the group C distribution requirement without course credit by taking exemption examinations. Exemption examinations are offered only for 115 and 116.

Directions for Election

Students majoring in mathematics must complete 115 and 116 (or the equivalent) and at least seven units of Grade II and III courses, including 205, 206, 209, 302, 305, and one other 300-level course.

The mathematics minor is recommended for students whose primary interests lie elsewhere but who wish to take a substantial amount of mathematics beyond calculus. Option I (5 units) consists of: (A) 205, 206 and (B) 302 or 305 and (C) two additional units, at least one of which must be at the 200- or 300-level. Option II (5 units) consists of: (A) 205, 206, 209 and (B) two additional 200- or 300-level units. A student who plans to add the mathematics minor to a major in another field should consult a faculty advisor in mathematics.

Students expecting to major in mathematics should complete 206 before the junior year. In order to take 310, a student must first complete 209 as well as 302.

Students expecting to do graduate work in mathematics should elect 302, 303, 305, and at least three other Grade III courses, possibly including a graduate course at MIT. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

Students are encouraged to elect MIT courses that are not offered by the Wellesley College mathematics department.

The department offers the following options for earning honors in the major field: (1) completion of 302, 303, 305, and three other Grade III courses, and two written comprehensive examinations; (2) two semesters of thesis work (360 and 370); or (3) participation in a two-semester seminar and a written examination on the seminar topics. An oral examination is required in all honors programs. Seniors who intend to attempt honors will be expected to participate in the Mathematical Research Seminar (see 360).

Medieval/Renaissance Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Cox*[AI], *Fergusson*

The major in Medieval/Renaissance Studies enables students to explore the infinite richness and variety of Western civilization from later Greco-Roman times to the Age of the Renaissance and Reformation, as reflected in art, history, music, literature, and language. To ensure that breadth of knowledge is not achieved at the expense of depth, however, majors are required to elect at least four units of work above the Grade I level from the offerings in one department. (See the list of available courses.) Each year a seminar is offered in which more than one member of the faculty participate and which is especially designed to accommodate the needs and interests of the majors. The Majors Seminar for 1989-90 is Art 330, Seminar. Venice and Milan: Bellini and Leonardo. A minimum major consists of eight courses, of which at least two must be at the Grade III level.

Numerous opportunities for study abroad exist for those who wish to broaden their experience and supplement research skills through direct contact with European and Mediterranean culture. By participating in the Collegium Musicum students can learn to perform Medieval and Renaissance music. See the description under Music.

Majors who are contemplating postgraduate academic or professional careers should consult faculty advisors, who will assist them in planning a sequence of courses that will provide them with a sound background in the linguistic and critical techniques essential to further work in their chosen fields. Individual interests and needs can be accommodated through independent study projects carried out under the supervision of one or more faculty members and designed to supplement, or substitute for, advanced seminar-level work.

247 (2) Arthurian Legends

A survey of legends connected with King Arthur from the sixth century through the fifteenth with some attention to the new interpretations in the Renaissance, the nineteenth, and the twentieth centuries. Special lectures by members of the Medieval/Renaissance studies program. *Open to sophomores, juniors, and seniors; and also to first year students by permission of the instructor.*

Ms. Lynch

335 (1) Love in the Middle Ages

An exploration of medieval discourses of desire, both secular and sacred. Consideration of the secular romantic ethos found in Andreas Capellanus, in troubador poetry, and in romances such as Beroul's *Tristan* and Chretien's *Ivain* and of sacred love as defined by St. Bernard's sermons on canticles and Julian of Norwich's *Showings*. Particular attention will be given to texts such as the letters of Eloise and Abelard, Dante's *Vita Nuova*, and the *Romance of the Rose* that explore the dialectical relations between sacred and profane notions of love. *Open by permission of the instructor to juniors, seniors, and to especially qualified sophomores. Not offered in 1989-90.*

Ms. Jacoff

Among other courses that count toward the major are:

Art 100 (1)
Introductory Course

Art 202 (1)
Medieval Art

Art 203 (2)
Cathedrals and Castles of the High Middle Ages

Art 215 (1)
Introduction to the History of Art I

Art 247 (1)
Islamic Art and Culture. *Not offered in 1989-90.*

Art 250 (1)
From Giotto to the Art of the Courts: Italy and France, 1300-1420.

Art 251 (2)
Italian Renaissance Art: Painting and sculpture in Italy in the fifteenth and early sixteenth centuries

Art 254 (1)
Urban Form: Medieval, Renaissance, and Baroque. *Not offered in 1989-90.*

Art 304 (1)
Seminar. Problems in Italian Renaissance Sculpture. *Not offered in 1989-90.*

Art 311 (1)
Northern European Painting and Printmaking

Art 330 (1)
Seminar. Renaissance Art in Venice and in Northern Italy. Topic for 1989-90: Venice and Milan: Bellini and Leornardo

Art 332 (2)
Seminar. The Thirteenth-Century King as Patron. *Not offered in 1989-90.*

English 112 (1)
Introduction to Shakespeare

English 211 (2)
Medieval Literature. *Not offered in 1989-90.*

English 213 (1)
Chaucer

English 216 (1)
English Survey: Anglo Saxon times to the present

English 222 (1)
Renaissance Literature: An introduction to major Renaissance authors. *Not offered in 1989-90.*

English 223 (1)
Shakespeare Part I: The Elizabethan Period

English 224 (2)
Shakespeare Part II: The Jacobean Period

English 283 (1)
English Drama I. *Not offered in 1989-90.*

English 313 (2)
Advanced Studies in Chaucer

English 325 (1)
Advanced Studies in the Renaissance. Topic for 1989-90: Jacobean Drama.

Extradepartmental 200 (1)
Classic Texts in Contemporary Perspective

French 212 (2)
Studies in the Middle Ages and Renaissance. *Not offered in 1989-90.*

French 312 (2)
Advanced Studies in the Middle Ages and Renaissance. Topic for 1989-90: Social and Intellectual Contexts of the Renaissance in France.

German 202 (1)
Introduction to German Literature

History 100 (1)
Introduction to Western Civilization

History 200 (1)
The Making of the West

History 217 (1)
The Making of European Jewry 1085-1815

History 223
From Closed World to Infinite Universe. *Not offered in 1989-90.*

History 229
Alexander the Great: Psychopath or Philosopher King? *Not offered in 1989-90.*

History 230 (2)
Greek History from the Bronze Age to the Death of Philip II of Macedon

History 231
History of Rome. *Not offered in 1989-90.*

History 232
The Medieval World, 1000 to 1300. *Not offered in 1989-90.*

History 233
Renaissance Italy. *Not offered in 1989-90.*

History 234
Heresy, Humanism, and Reform: Renaissance and Reformation in Northern Europe
Not offered in 1989-90.

History 235
The Formation of European Culture: Middle Ages and Renaissance. *Not offered in 1989-90.*

History 238
English History: 1066 and All That. *Not offered in 1989-90.*

History 239 (2)
English History: Henry VIII and Elizabeth I

History 330 (2)
Seminar. Medieval Heroes and Heroines

History 331 (1)
Seminar. Kingship and Society in Renaissance France

History 333
Seminar. Renaissance Florence. *Not offered in 1989-90.*

Italian 207 (2)
Studies in Italian Renaissance Literature. *Not offered in 1989-90.*

Italian 211 (1) (2)
Dante (in English)

Italian 212 (2)
Literature of the Italian Renaissance (in English). *Not offered in 1989-90.*

Music 200 (1)
Design in Music

Philosophy 219
Personal Identity in Medieval Philosophy. *Not offered in 1989-90.*

Philosophy 349 (1)
Seminar. Selected Topics in Philosophy. Topic for 1989-90: The Soul in Medieval Philosophy.

Political Science 240 (1)
Classical and Medieval Political Theory

Religion 216 (2)
History of Christian Thought: 100-1400. *Not offered in 1989-90.*

Religion 316 (1)
Seminar. The Virgin Mary

Spanish 206 (1)
Christians, Jews, and Moors: The Spirit of Spain in Its Literature

Spanish 302 (2)
Cervantes. *Not offered in 1989-90.*

Spanish 315 (1)
Seminar. Love and Desire in Spain's Early Literature. *Not offered in 1989-90.*

Music

Professor: *Jander[A], Zallman*

Associate Professor: *Brody (Chair)*

Assistant Professor: *Fisk, Cumming, Roens[B], DeFotis*

Instructor: *Maus*

Chamber Music Society: *Cirillo (Director), Plaster (Assistant Director)*

Instructor in Performing Music:
Piano: Fisk, Shapiro, Alderman, Barringer (jazz piano), Urban (keyboard skills)
Voice: O'Donnell, Hewitt-Didham
Violin: Cirillo
Viola: Murdock
Violoncello: Moerschel
Double Bass: Coleman (Performance Workshop)
Flute: Krueger, Preble
Oboe: Gore
Clarinet: Vaverka
Bassoon: Plaster
French Horn: Gainsforth
Trumpet: Levine
Trombone: Sanders
Organ: Christie
Harp: Ceo
Guitar and Lute: Collver-Jacobson (Collegium Musicum)
Saxophone: Malone
Harpsichord and Continuo: Cleverdon
Viola da Gamba: Jeppesen
Recorder: Stillman (Collegium Musicum)

99 (1-2) Performing Music Noncredit

One half-hour private lesson per week. Students may register for 45-minute or hour lessons for an additional fee. *For further information, including fees, see Performing Music: Private Instruction. See also Music 199, 299, and 344. A basic skills test is given to students wishing to enroll in Music 99. For those who do not pass this test, a corequisite to Music 99 is Music 111.*

The Staff

100 (1) (2) Style in Music

A survey of principal musical styles and forms of Western music, with emphasis on the period 1700 (Bach and Handel) to the turn of the last century (Mussorgsky, Debussy, and Stravinsky). Not to be counted toward the major. Two lectures and one section meeting.

Mr. Roens

106 (1) Afro-American Music

A survey of Black music in America, its origins, its development, and its relation to cultural and social conditions. Not to be counted toward the major in music. *Open to all students. Not offered in 1989-90*

111 (1) (2) The Language of Music

Preparation in the primary elements of music emphasizing rhythm and pitch perception, reading skill, keyboard familiarity, and correct music notation. Study in basic materials of music theory will include scale and chord construction, transposition, and procedures for harmonizing simple melodies. Not to be counted toward the major. Two section meetings and one 60-minute class devoted to lecture or laboratory. *Open to all students.*

Ms. Zallman, Ms. DeFotis

115 (1) (2) Musicianship

Thorough grounding in elements of tonal music, through practice in scales, intervals, triads, and rhythmic notation, accompanied by regular ear-training sessions. Students will apply the skills they acquire to the analysis of works from the standard repertory and will learn to compose simple four-part harmonic progressions. Normally followed by 202. Two class meetings and one 60-minute laboratory. *Open to all students who have passed the basic skills test.*

Mr. Maus, Mr. Fisk

199 (1-2) Performing Music—Intermediate

One 45-minute lesson per week. A minimum of six hours of practice per week is expected. Music 199 may be repeated, ordinarily for a maximum of four semesters. Not to be counted toward the major in music. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also Music 99, 299, and 344.

Open, by audition for a limited number of spaces, to students who are taking, have taken, or have exempted Music 115. Successful completion of an additional music course is required before credit is given for a second year of 199.

Audition requirements vary, depending on the instrument. The piano requirements are described here to give a general indication of the expected standards for all instruments: all major and minor scales and arpeggios, a Bach two-part invention or movement from one of the French Suites, a movement from a Classical sonata, and a composition from either the Romantic or Modern period.

A student other than a pianist who wishes to apply for Music 199 should request detailed information concerning audition requirements for her instrument (including voice) by writing to the Chair, Department of Music. *No credit will be given for this course unless both semesters are completed satisfactorily.*

The Staff

200 (1-2) Design in Music 2

A survey of music history from Gregorian chant to electronic music. Live performance when possible. Emphasis on recognition of forms and styles, and on analysis of scores. One unit of credit may be given for the first semester. Three periods. *Prerequisite: 202.*

Ms. Cumming

202 (2) Pitch Structure in Tonal Music

A continuation of 115. Concentrated study of the fundamental pitch structures of 18th- and 19th-century European music. Students will work toward fluency in species counterpoint, figured bass, and the vocal style of J. S. Bach's chorale settings. Three class meetings and one keyboard laboratory. *Prerequisite: 115.*

Mr. Maus

204 (1) Counterpoint I

Writing and analysis of 16th-century modal counterpoint. A practical study based on the vocal music of the period. *Open to students who have taken, or exempted, 115. Not offered in 1989-90.*

205 (2) Twentieth-Century Techniques

Studies in the language and style of the concert music of our century through analysis of smaller representative compositions of major composers. Short exercises in composition will be designed to familiarize students with the concepts of musical coherence which inform the works of these composers. Special topic for this semester: Text setting and writing for voice. *Open to students who have taken or exempted Music 115. Students who can read music fluently are also invited with permission of the instructor. Not offered in 1989-90.*

208 (1) The Baroque Era

Not to be counted toward the major in music. *Prerequisite: 100, 111, or 115. Not offered in 1989-90.*

209 (1) The Classical Era

Beethoven and the Web of Culture. Analysis of such works as the "Tempest" Sonata, the "Pastoral" Symphony, the Fourth Piano Concerto, the "Choral Fantasy," and the final piano sonata (op.111) and the final string quartet (op.135) with special focus on Beethoven's subjective intentions, on the actual sources of his extra-musical ideas, and on the influence of his poetic visions on his musical forms. Not to be counted toward the major in music. *Prerequisite: 100, 111, or 115. Not offered in 1989-90.*

210 (1) The Romantic Era

The art song of the nineteenth century, with emphasis on Lieder of Schubert, Schumann, Mahler, and Wolf from analytical and historical perspectives. Live performances will be encouraged. Not to be counted toward the major. *Prerequisite: 100, 115, or 200.*

Ms. DeFotis

215 (2) The Opera.

Prerequisite: 100, 111, or 115, or by permission of the instructor. Not offered in 1989-90.

299 (1-2) Performing Music—Advanced

One hour private lesson per week. A minimum of ten hours of practice per week is expected. Music 299 may be repeated without limit. Not to be counted toward the major in music. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also Music 99, 199, and 344.

Open by audition for a limited number of spaces, to students who have taken or exempted Music 115. One music course on the Grade II level or above must be completed for each unit of credit to be granted for Music 299. (A music course used to fulfill the requirement for Music 199 may not be counted for 299.)

A student auditioning for Music 299 is expected to demonstrate accomplishment distinctly beyond that of the Music 199 student. Students wishing to audition for 299 should request detailed audition requirements. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: 199.*

The Staff

302 (1) Compositional Functions of Harmony

Written exercises in the techniques of harmonic expansion and prolongation, the use of common textures, melodic figuration, and classical phrase structures. The range study will include diatonic chromaticism and an exploration of developments in

late 19th-century chromaticism. A keyboard laboratory will focus on through-bass realization in the baroque style. Three class meetings and one 60-minute laboratory. *Prerequisite: 202.*

Mr. Brody, Ms. Cleverdon

306 (2) Tonal Analysis

The normal continuation of 302. Analysis of the harmonic forms of classically tonal music from D. Scarlatti to Brahms emphasizing the study of expanded binary and ternary forms: sonata, minuet and trio and theme and variations. A continuation of the keyboard laboratory in through-bass realization. Three class meetings and keyboard laboratory. *Prerequisite: 302.*

Ms. Zallman, Ms. Cleverdon

308 (2) Choral and Orchestral Conducting

Techniques of score preparation, score reading, rehearsal methods, and baton techniques. The development of aural and interpretive conceptual skills through class lectures and rehearsals, demonstrations of instruments, individual tutorials and projects designed according to the student's development and interest. *Prerequisite: 200, 302, and 306 (which may be taken concurrently), or by permission of the instructor. Not offered in 1989-90.*

313 (2) Twentieth-Century Analysis and Composition

A study of compositional devices of 20th-century music through the analysis of selected short examples from the literature. Special topic for this semester: Text setting and writing for voice. Students will attend Music 205 classes and will focus on the composition of complete pieces in addition to regular class assignments. *Open to students who have taken 115 or have taken or are taking 200 or 202. Not offered in 1989-90.*

314 (2) Tonal Composition

A study of tonal forms — the minuet, extended song forms, and the sonata — through the composition of such pieces within the style of their traditional models. Offered in alternation with 313. *Prerequisite: 302.*

Ms. Zallman

317 (1) Seminar. The Baroque Era

Open to students who have taken 200 and have taken or are taking 302. Not offered in 1989-90.

318 (2) The Classical Era

Prerequisite: 200 and 302, or by permission of the instructor. Not offered in 1989-90.

319 (1) Seminar. The Nineteenth Century

Topic for 1989-90: The Music of Schubert. A study of songs, piano works, and chamber music. Among the questions to be considered are: 1, how does Schubert's experience as a song composer inform his instrumental music; 2, how does Schubert find an original voice distinct from Beethoven's; 3, how does he reconcile spontaneity with Classical form; and 4, what does it mean to associate his music more with the poetic than the dramatic? *Prerequisite: 200. Co-requisite: 302.*

Mr. Fisk

320 (2) Seminar. The Twentieth Century

Topic for 1989-90: After introductory discussion of Schönberg and Stravinsky, the course will focus on American music since World War II. Students will become familiar with the music of Milton Babbitt and John Cage, and of later experimental composers such as Pauline Oliveros, Philip Glass and Benjamin Boretz. We will consider compositional decisions in relation to the composers' views of music theory, music history and political or social matters. Readings will include general discussions of postmodern culture. *Prerequisite: 200 and 202, or by permission of the instructor.*

Mr. Maus

344 (1) (2) Performing Music — A Special Program 1 or 2

Intensive study of interpretation and of advanced technical performance problems in the literature. One hour lesson per week plus a required performance workshop. One to four units may be counted toward the degree provided at least two units in the literature of music other than Music 200 (1-2), a prerequisite for 344, are completed. One of these units must be Grade III work, the other either Grade III or Grade II work which counts toward the major. Music 344 should ordinarily follow or be concurrent with such courses in the literature of music; not more than one unit of 344 may be elected in advance of election of these courses. Only one unit of 344 may be elected per semester. Permission to elect the first unit of 344 is granted only after the student has successfully auditioned for the department faculty upon the written recommendation of the instructor in performing music. This audition ordinarily takes

place in the second semester of the sophomore or junior year. Permission to elect subsequent units is granted only to a student whose progress in 344 is judged excellent.

The Staff

350 (1) (2) Research or Individual Study 1 or 2

Directed study in analysis, composition, orchestration, or the history of music. Open to qualified juniors and seniors by permission.

360 Senior Thesis Research 1 or 2

By permission of department. See Directions for Election and p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

Attention Called

Technology Studies 202 (2)

Structure in Music: Experiments in Computer Modeling. *Not offered in 1989-90.*

Directions for Election

The normal music major sequence is 115, 202, 200 (1-2), 302, and 306. Also required for the major are four additional units of Grade II or Grade III work. One of these four units must be a seminar, and one must be an advanced music-writing course. Students who major in music are encouraged to explore their special areas of interest; composition, literature, performance, or theory.

Students who plan to undertake graduate study in music should be aware that a knowledge of both German and French is essential for work at that level, and a proficiency in Italian is highly desirable. Also of value are studies in European history, literature, and art.

Music majors are especially urged to develop their musicianship — through the acquisition of basic keyboard skills, through private instruction in practical music, and through involvement in the Music Department's various performing organizations.

Group instruction in basic keyboard skills including keyboard harmony, sight reading and score reading is provided to all students enrolled in any music course (including Music 100 with the instructor's permission and if space is available) and to Music 99 students with the written recommendation of their studio instructor. Ensemble sight reading on a more advanced level is also available for advanced pianists.

A minor in music (5 units) consists of: (A) 115 and (B) 200(2 units), 202 and (C) 1 additional unit at the 200 or 300 level.

The department offers a choice of three programs for Honors, all entitled 360/370. Under Program I (two to four units of credit) the honors candidate performs independent research leading to a thesis and an oral examination. Under Program II, honors in composition, one unit is elected per semester in the senior year, these units culminating in a composition of substance and an oral examination on the honors work. Prerequisite for this program: 204, 306, distinguished work in 313, and evidence of independent work in 314; prerequisite or corequisite: 320. Program III, honors in performance, involves the election of one unit per semester in the senior year culminating in a recital, a lecture demonstration, and an essay on some aspect of performance. Participation in the Performance Workshops is mandatory for students who are concentrating in this area. Prerequisite for Program III: Music 344 (normally two units) in the junior year, and evidence that year, through public performance, of exceptional talent and accomplishment.

Performing Music

Instrument Collection

The music department owns 38 pianos (which include 27 Steinway grands, two Mason and Hamlin grands, and 5 Steinway uprights), a Fisk practice organ, a harp, and a wide assortment of modern orchestral instruments.

In addition, an unusually fine collection of early instruments, largely reproductions, is available for use by students. These include a clavichord, virginal, two harpsichords, a positive organ, fortepiano, and two Clementi pianos; a lute, eight violas da gamba, and a baroque violin; a sackbut, krummhorns, shawms, recorders, a renaissance flute, two baroque flutes, and a baroque oboe. A recent addition to the collection is an 18th-century Venetian viola made by Belosius.

Of particular interest is the new Fisk organ in Houghton Chapel, America's first 17th-century German style organ. The chapel also houses a large, three-manual Aeolian-Skinner pipe organ, and Galen Stone Tower contains a 30-bell carillon.

Performance Workshop

The performance workshop is directed by a member of the performing music faculty and gives students an opportunity to perform in an informal situation before fellow students and faculty, to discuss the music itself, and to receive helpful comments.

Required for 344 students and for 370 students in Program III, the workshop is open to Wellesley students who study performing music at Wellesley and elsewhere, on the recommendation of their instructor.

Private Instruction

The music department offers private instruction in voice, piano, fortepiano, organ, harpsichord, harp, violin, viola, cello, double bass, viola da gamba, flute (baroque and modern), oboe, clarinet, bassoon, trumpet, French horn, recorder, lute, classical guitar, saxophone, and jazz piano.

Information concerning auditions and course requirements for noncredit and credit study is given above under listings for Music 99, 199, 299, and 344. Except for Music 344, auditions and the basic skills and exemption tests are ordinarily given at the start of the first semester only.

There is no charge for performing music to students enrolled in Music 344, nor to Music 199 or 299 students who are receiving financial assistance. All other Music 199 and 299 students are charged $472 for one lesson per week throughout the year. Students who contract for performing music instruction under Music 99 are charged $472 for one half-hour lesson per week throughout the year and may register for 45-minute or hour lessons for an additional fee. A fee of $35 per year is charged to performing music students for the use of a practice studio. The fee for the use of a practice studio for harpsichord and organ is $45. Performing music fees are payable in advance and are not refundable. Lessons in performing music begin in the first week of each semester.

Arrangements for lessons are made at the department office during the first week of the semester. Students may begin their performing music study at the start of the second semester only if space permits.

Academic Credit

Credit for performing music is granted only for study at Wellesley College. As enrollment in credit study is limited, the final decision for acceptance is based on the student's audition. A faculty jury determines whether or not a student may continue with performing music for credit, and at what level. One unit of credit is granted for two semesters of study in Music 199 and 299. Two semesters of credit study in performing music must be successfully completed before credit can be counted toward the degree. Of the 32 units for graduation a maximum of four units of performing music may be counted toward the degree. More than one course in performing music for credit can be taken simultaneously only by special permission of the Department.

The Music Department's 199 and 299 offerings are made possible by the Estate of Elsa Graefe Whitney '18.

Performing Organizations

The following organizations are a vital extension of the academic program of the Wellesley music department.

The Wellesley College Choir

The Wellesley College Choir, with approximately 80 members, gives concerts on and off campus during the academic year, many of them with men's choirs. Endowed funds provide for at least one joint concert each year accompanied by a professional orchestra.

The Wellesley College Chamber Singers

A select group of twelve to sixteen women from the College Choir's finest singers specializing in chamber music for women's voices and women's voices with instruments. Concerts are given in conjunction with other college music organizations on and off campus during the academic year.

The Collegium Musicum

The Collegium Musicum, directed by a faculty member and several assistants, specializes in the performance of early music. Members of the Collegium enjoy the use of an unusually fine collection of historical instruments. See under Performing Music: Instrument Collection.

Separate consort instruction is available in viola da gamba, renaissance winds, and recorder for both beginning and advanced players for a nominal fee of $35 per semester. Members of such groups are encouraged to take private instruction as well.

The Chamber Music Society

The Chamber Music Society, supervised by a faculty member and assistants, presents three concerts each year, and a number of diverse, informal programs.

The Wellesley College Chamber Orchestra

The Wellesley College Chamber Orchestra consists of approximately 30 members. The conductor is a faculty member, but the organization is run by students with a student assistant conductor. Its concerts include works from several periods for small orchestra, with possibilities for solo performance.

Jazz Workshop

Faculty directed sessions are scheduled throughout the year giving students an opportunity to gain experience in ensemble playing with each other and with professional guest players.

Prism Jazz

Prism Jazz is a faculty-directed big band which gives students the opportunity to improvise in mainstream Jazz literature. The group consists of approximately fifteen students and gives two concerts per year.

The MIT Orchestra

Through the Wellesley-MIT Cross Registration program, students on the Wellesley campus are eligible to audition for membership in the MIT Symphony Orchestra. Wellesley members of the orchestra have often held solo positions.

Peace Studies

AN INDIVIDUAL MAJOR

Directors: *Agosin, Shimony, Wasserspring*

Wellesley College offers an active program designed to acquaint students with current issues and events essential to the maintenance of peace. A major in Peace Studies may be designed according to the provision of the Individual Major option. See p. 54. In addition to lectures, workshops, symposia, and internships, the College offers one course which is specifically sponsored by the Peace Studies Program:

259 (2) (B²) Peace and Conflict Resolution

An examination of various issues dealing with the maintenance of peace and with the resolution of conflicts. Among the topics covered will be the nature of aggression, the concept of a just war, problems caused by nuclear weapons, political aspects of peace-making, and racial and ethnic conflicts. *Open to all students.*

Ms. Manz

In addition to this course, the offerings listed below are representative of other courses in the College which emphasize topics related to peace and conflict resolution.

Anthropology 200
Current Issues in Anthropology. *Not offered in 1989-90.*

Anthropology 210 (1)
Racism, Ethnic Conflict in the United States and the Third World

Anthropology 212
The Anthropology of Law and Justice. *Not offered in 1989-90.*

Anthropology 234 (2)
Urban Poverty

Anthropology 244 (1)
Societies and Cultures of the Middle East

Anthropology 246 (1)
Societies and Cultures of Central America and the Caribbean. *Not offered in 1989-90.*

Anthropology 248 (2)
African Culturs in Modern Perspective. *Not offered in 1989-90.*

Anthropology 275 (1)
Technology and Society in Third World. *Not offered in 1989-90.*

Anthropology 346 (2)
Colonialism, Development and Nationalism: The Nation State and Traditional Society. *Not offered in 1989-90.*

Anthropology 347 (2)
Human Rights Issues in Central America

Black Studies 205 (2)
The Politics of Race Domination in South Africa

Extradepartmental 233
The Literature and Politics of the Latin American Dictator. *Not offered in 1989-90.*

History 263 (1)
South Africa in Historical Perspective. *Not offered in 1989-90.*

History 284 (2)
The Middle East in Modern History

History 295 (2)
International Relations of the West, 1789-1962

History 358 (1)
Seminar. Origins of the World Wars

Political Science 221 (1) (2)
World Politics

Political Science 305 (1)
The Military in Politics

Political Science 306 (1)
Seminar. Revolutions in the Modern World

Political Science 307
Gender, Culture and Political Change. *Not offered in 1989-90.*

Political Science 322 (1)
The Soviet Union in World Politics

Political Science 323 (1)
The Politics of Economic Interdependence

Political Science 324 (2)
International Security

Political Science 326
International Politics in the Middle East. *Not offered in 1989-90.*

Political Science 327 (2)
International Organization

Political Science 328
Problems in East-West Relations. *Not offered in 1989-90.*

Political Science 329 (2)
International Law

Political Science 330
Seminar. Negotiation and Bargaining. *Not offered in 1989-90.*

Political Science 331
Seminar. The Politics of the World Food System. *Not offered in 1989-90.*

Political Science 345 (2)
Seminar. Human Rights

Political Science 347 (2)
Seminar. International Sanctions

Political Science 348 (1)
Seminar. Problems in North-South Relations

Religion 226 (1)
Liberation Theology

Religion 230 (2)
Ethics

Religion 257
Contemplation and Action. *Not offered in 1989-90.*

Sociology 329 (2)
Internship in Organizations

Sociology 338 (1)
Seminar. Topics in Deviance, Law and Social Control. Topic for 1989-90: Law and Society.

Spanish 253 (1)
The Writer and Human Rights in Latin America

Women's Studies 220 (1)
Women, Peace and Protest: Cross-Cultural Visions of Women's Actions

Women's Studies 330 (2)
Seminar. Twentieth-Century Feminist Movements in the First and Third World

Philosophy

Professor: *Chaplin*[A], *Congleton, Flanagan (Chair), Menkiti, Putnam, Stadler*

Associate Professor: *Winkler*[A]

Assistant Professor: *Doran, McIntyre*

101 (1) (2) Introduction to Philosophy: Plato and Aristotle

An introduction to philosophy through the works of Plato and Aristotle. The course will explore a wide range of topics in metaphysics, theory of knowledge, political philosophy, and ethics. Particular emphasis will be placed on the early and middle dialogues of Plato, where Socrates is the central figure. Some consideration will also be given to the Pre-Socratics and the Sophists. *Open to all students.*

Ms. Congleton, Ms. McIntyre

106 (1) (2) Introduction to Moral Philosophy

A study of the central issues in moral philosophy from Plato to the present day. Topics include the nature of morality, conceptions of justice, views of human nature and their bearing on questions of value, competing tests of right and wrong. Discussion of contemporary moral problems. Readings in several major figures in the history of moral philosophy. *Open to all students.*

Ms. Doran, Mr. Flanagan, Ms. McIntyre, Mrs. Stadler

200 (1) (2) Modern Sources of Contemporary Philosophy

A study of the work of Descartes, Hume, and Kant. The course is intended to introduce students to the most influential philosophers of modern times. Key concepts, terms and arguments used by philosophers from the seventeenth century to the present day will be discussed. The course also provides preparation for more advanced work both in contemporary philosophy and in the history of modern philosophy. *Open to all students.*

Ms. Congleton, Mrs. Putnam, Ms. McIntyre

202 (1) Introduction to African Philosophy

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative. *Open to all students except first year students in their first semester.*

Mr. Menkiti

203 (1) Philosophy of Art

An examination of some major theories of art and art criticism. Emphasis on the clarification of such key concepts as style, meaning, and truth, and on the nature of judgments and arguments about artistic beauty and excellence. *Open to first year students who have taken one unit in philosophy, and to sophomores, juniors, and seniors without prerequisite.*

Mrs. Stadler

204 (2) Philosophy and Literature

This course examines the treatment of time, deliberation, love, and freedom in some selected works. Examined also will be the treatment of individual and social ideals, self-knowledge and self-identity, loyalty and commitment to self and others, and the problem of value revision. The course will end with some general discussion of how literature means — how to untangle the truth in fiction and the fiction in truth. *Prerequisite: same as for 203.*

Mr. Menkiti

207 (1) Philosophy of Language

What are the relations among thoughts, concepts and language? Or among thoughts, concepts and the world? Or between language and the world "out there"? How does language differ from other communication systems? These are some of the basic questions we will discuss as we examine various theories of meaning and of reference as well as of truth. Readings will be drawn from key figures who wrought "the linguistic turn" — Wittgenstein, Ryle, and Quine, along with contemporary figures such as Kripke, Putnam, and Rorty. *Prerequisite: same as for 203.*

Ms. Doran

213 Social and Political Philosophy

An examination of some key issues in social and political philosophy. We will explore such topics as the relationship between the individual and the community, the moral legitimacy of group rules, the responsibilities of persons in their roles, and obligations between generations. Also examined will be the bases of political authority, the scope of political obligation and the ends which political institutions

ought to pursue. *Open to sophomores, juniors, and seniors without prerequisite. Not open to students who have taken 209 or 210. Not offered in 1989-90. Offered in 1990-91.*

215 (2) Philosophy of Mind

Topics include the mind-body relation; free will/determinism; knowledge of one's own mind and other minds; reductionism; philosophical implications of recent work in neuroscience, cognitive science, and artificial intelligence. *Open to sophomores, juniors, and seniors.*

Mr. Flanagan

216 (1) (2) Logic

An introduction to the methods of symbolic logic and their application to arguments in ordinary English. Discussion of validity, implication, consistency, proof, and of such topics as the thesis of extensionality and the nature of mathematical truth. *Open to all students.*

Mrs. Putnam

219 Personal Identity in Medieval Philosophy

A study of twelfth- and thirteenth-century views on the question of whether human beings are all essentially the same, differing only as members of other species were considered to differ, or whether there is some greater individuality in humans. After consideration of the sources of the issue in Plato and Aristotle, readings will be taken from the Islamic philosopher Averroes, the Jewish philosopher Maimonides, and the Christian philosopher Aquinas. *Open to sophomores, juniors, and seniors. Not offered in 1989-90.*

221 History of Modern Philosophy in the Nineteenth Century

A study of Post-Enlightenment philosophy, concentrating on the German tradition. Selected texts from Hegel, Schopenhauer, and Nietzsche will illustrate the themes of reason, history, and human nature. Some attention will also be given to the thought of John Stuart Mill and Auguste Comte. *Prerequisite: 200 or other previous study of Kant accepted as equivalent by the instructor. Not offered in 1989-90.*

222 (2) American Philosophy

The development of American philosophy from its beginnings as an attempt to come to terms with Puritanism, through the response to revolution and slavery and the development of Transcendentalism, to its culmination in Pragmatism. Pragmatism, exemplified by Peirce, James, and Dewey, as America's unique contribution to world philosophy occupies roughly half of the course. This course is intended for American studies majors as well as for philosophers. *Prerequisite: 200 or American Studies 315 or by permission of the instructor.*

Mrs. Putnam

223 (1) Phenomenology and Existentialism

Central themes in contemporary European philosophy with special emphasis on the contributions of Sören Kierkegaard, Edmund Husserl, Martin Heidegger, and Jean-Paul Sartre. *Prerequisite: 200 or other previous study of Kant accepted as equivalent by the instructor.*

Mrs. Stadler

227 (2) Philosophy and Feminism

A systematic examination of competing theories of the basis, nature, and scope of women's rights. Included will be a comparison of J. S. Mill's classical liberal treatment of women's rights in *The Subjection of Women* with contemporary formulations of the liberal position. Several weeks will be devoted to discussion of (class-selected) topics of contemporary interest to feminist theory. *Open to all students without prerequisite.*

Ms. Doran

249 (1) Medical Ethics

A philosophical examination of some central problems at the interface of medicine and ethics. Exploration of the social and ethical implications of current advances in biomedical research and technology. Topics discussed will include psychosurgery, gender-surgery, genetic screening, amniocentesis, euthanasia. *Prerequisite: same as for 203.*

Mr. Menkiti

300 Seminar in Modern Philosophy

Intensive study of selected texts, themes or movements from the seventeenth century to the present. *Prerequisite: 200. Not offered in 1989-90.*

310 (1) Seminar in Ancient Philosophy

Topic for 1989-90: Aristotle. Intensive study of the works of Plato or the works of Aristotle (offered in alternate years). *Prerequisite: 101 or Greek 201 or by permission of the instructor. Not open to students who have taken 312.*

Ms. McIntyre

313 (2) Seminar in Advanced Topics in Metaphysics and Epistemology

313 (2) Seminar in Advanced Topics in Metaphysics and Epistemology

Topic for 1989-90: Knowledge and Skepticism. A study of three central themes in the theory of knowledge: the problem of skepticism, competing theories of how to justify knowledge claims, and the general critical question of what is wanted from a system of knowledge. The seminar will explore the relationships between common sense and philosophy, and ordinary doubt and philosophical doubt. Reading will be from both historical and contemporary sources. *Open to juniors and seniors or by permission of the instructor. Not open to students who have taken 314.*

Ms. Doran

326 (2) Philosophy of Law

A systematic consideration of fundamental issues in the conception and practice of law. Such recurrent themes in legal theory as the nature and function of law, the relation of law to morality, the function of rules in legal reasoning, and the connection between law and social policy are examined. Clarification of such notions as obligation, power, contract, liability, and sovereignty. Readings will cover the natural law tradition and the tradition of legal positivism, as well as such contemporary writers as Hart and Fuller. *Open to juniors and seniors, or by permission of the instructor.*

Mr. Menkiti

330 (2) Seminar in Advanced Topics in Aesthetics

Topic for 1989-90: Problems in Twentieth-Century Art and Philosophy. Critical discussion of twelve philosophical issues raised by the evolution of the arts in the twentieth century. Equal emphasis on the presuppositions implicit in artistic statements and critical debates. Comparison between East and West if time permits. *Prerequisite: 203 or another course in philosophy approved by the instructor. Not open to students who have taken 328.*

Mrs. Stadler

340 (1) Seminar in Contemporary Ethical and Political Theory

Topic for 1989-90: Moral Psychology. A discussion of the relation between ethical theory and psychology. Major questions include: How, if at all, does psychology matter to moral philosophy? How psychologically realistic should a normative ethical theory be? Is there one ideal type of moral personality or are there many? What sorts of psychological apparatus and motivational structure do different ethical theories presuppose for their realization? *Prerequisite: Philosophy 106 or another course in ethical theory.*

Mr. Flanagan

345 Seminar: Advanced Topics in Philosophy of Psychology and Social Science

Not offered in 1989-90. Offered in 1990-91. Topic: Consciousness. *Prerequisite: 215 or Psychology 330.*

349 (1) Seminar: Selected Topics in Philosophy

Topic for 1989-90: The Soul in Medieval Philosophy. A study of selected theories of the soul in the middle ages, including those of Augustine, Averroes, and especially Thomas Aquinas. Emphasis will be on how these theories reflect the influence of Plato and Aristotle. Among the topics to be discussed are how the souls of animals and humans differ and how this difference is related to the presence of language, science, morality, and artistic production in humans. *Prerequisite: previous experience in reading Aristotle, or previous experience in reading medieval philosophy or theology, or the permission of the instructor.*

Ms. Congleton

350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis
Prerequisite: 360.

Cross-Listed Course

For Credit

Education 102 (1) (B[1])

Education in Philosophical Perspective. *Not offered in 1989-90.*

Directions for Election

Philosophy majors are expected to elect at least two courses from each of the following three areas. Under changes going into effect this year (1989-90), several of the courses listed below have been dropped from the curriculum, e.g., 212, 217, 220; or have been consolidated into one course, e.g., 209/210 has been consolidated as 213; or have been consolidated under descriptions in which topics will vary from year to year, e.g., 311/312 is now 310 but will alternate, just as 311 and 312 did, between Plato and Aristotle. Likewise, 314 and 336 are now consolidated under 313 with topics changing annually; 338 and 339 are consolidated under 340, as are the

former 328 and 329 under 330. Departmental distribution requirements have not changed. Courses no longer offered will continue to satisfy distribution requirements for students who have already taken them. Furthermore, students may take consolidated courses with the same numbers so long as the topics have changed (the different topic will be clearly indicated in the bulletin and on the transcript) Until all students who have studied under the unrevised curriculum have graduated, students will have to pay attention to the content of their courses as well as their numbers in making sure they satisfy departmental distribution requirements. Faculty members will be happy to clarify any ambiguities.

The following constitutes the departmental distribution requirements:

A. *Historical*: 101, 200, 202, 212, 219, 220, 221, 222, 223, 300, 302, 303, 310, 311, 312, 349 (where topic is appropriate). B. *Value Theory*: 106, 202, 203, 204, 209, 210, 211, 212, 213, 227, 249, 326, 328, 329, ,330, 338, 339, 340, 347, 349 (where topic is appropriate). C. *Metaphysics and Theory of Knowledge*: 202, 207, 215, 216, 217, 218, 220, 313, 314, 327, 336, 345, 348, 349 (where topic is appropriate).

Philosophy 200 is required of all philosophy majors; 216 is strongly recommended to students who plan to do graduate work in philosophy. Students planning graduate work in philosophy should acquire a reading knowledge of Latin, Greek, French, or German.

A minor in philosophy (five units) consists of: (A) 200 and (B) four additional units, at least three of them above the 100 level, including at least one at the 300 level.

The department offers the following options for earning honors in the major field: (1) writing a thesis or a set of related essays; (2) a two-semester project combining a long paper with some of the activities of a teaching assistant; (3) a program designed particularly for students who have a general competence and who wish to improve their grasp of their major field by independent study in various sectors of the field. A student electing option (2) will decide, in consultation with the department, in which course she will eventually assist and, in the term preceding her teaching, will meet with the instructor to discuss materials pertinent to the course. Option (3) involves selecting at least two related areas and one special topic for independent study. When the student is ready, she will take written examinations in her two areas and, at the end of the second term, an oral examination focusing on her special topic.

Physical Education and Athletics

Professor: *Vaughan (Chair), Batchelder*

Associate Professor: *Cochran*

Assistant Professor: *Bauman, Daggett, Dale, Evans, Ford*[P], *Morrison, Paul*

Instructor: *Babington*[P], *Choate*[P], *Dix, Hansa-Cripps*[P], *Hartwell*[P], *Hershkowitz*[P], *Katz*[P], *Medeiros*[P], *Normandeau*[P], *Robson*[P], *Secor*[A], *Sharpe, Weaver*[P], *Williams*[P], *Williamson*[P]

121 (1-2) Physical Education Activities

The instructional program in physical education is divided into four terms, two each semester. To complete the College work in physical education a student must earn 8 credit points. Students are strongly urged to earn the 8 credits by the end of the sophomore year. These credit points do not count as academic units toward the degree, but are required for graduation. Most activities give 2 credit points each term, but certain activities give 3 or more credit points. Each activity is divided into skill levels to provide instruction in homogeneous groups. Special fees are charged for a few courses and are listed in the course descriptions. More detailed information on specific course offerings, skill levels, prerequisites, and numbers of points may be found in the Department of Physical Education and Athletics Curriculum Handbook, which is sent to entering students and is distributed to each student prior to registration. The total program of activities offered in 1989-90 in very general terms follows.

(1) Scheduled throughout the first semester
Ballet
Dance, Performance Workshop
Jazz
Lifeguard Training
Modern Dance
SCUBA
Self-defense
Yoga

Term 1. Scheduled in first half of first semester
Aquatic Activities
Archery
Canoeing
Crew
Cycling
Golf
Horseback Riding
Racquetball
Running
Sailing
Soccer
Squash
Stretch and Strengthen
Tennis
Volleyball
Wellness
Windsurfing

Term 2. Scheduled in second half of first semester
Aerobics
Aquatic Activities
Archery
Badminton
Basketball
CPR
Diving
Fencing
First Aid
Horseback Riding
Lacrosse
Racquetball
Running
Squash
Stretch and Strengthen
Tennis
Wellness

(2) Scheduled throughout the second semester
Ballet
Dance, Performance Workshop
Dance, Composition & Improvisation — not offered 1989-90
Golf
Jazz
Modern Dance
SCUBA
Self-defense
WSI
Yoga

Term 3. Scheduled in first half of second semester
Aerobics
Aquatic Activities
Badminton
CPR
Cross-country Skiing
Downhill Skiing
Fencing
Horseback Riding
Racquetball
Squash
Stretch and Strengthen
Tennis
Wellness

Term 4. Scheduled in second half of second semester
Aquatic Activities
Archery
Canoeing
CPR
Crew
Cycling
Golf
Horseback Riding
Racquetball
Running
Sailing
Squash
Stretch and Strengthen
Tennis
Volleyball
Wellness

Physical Education and Athletics (Academic Credit)
205 (2) Sports Medicine

The course combines the study of biomechanics and anatomic kinesiology. It focuses on the effects of the mechanical forces which arise within and without the body and their relationship to injuries of the musculoskeletal system. In addition to the lectures, laboratory sessions provide a clinical setting for hands-on learning and introduce students to the practical skills involved in evaluating injuries, determining methods of treatment and establishing protocol for rehabilitation. Academic credit only. *Open to all students.*

Ms. Bauman

Intercollegiate Program

There are opportunities for those who enjoy competition to participate in one of the intercollegiate teams presently sponsored by the Department of Physical Education and Athletics.

These teams include:
Basketball
Crew
Cross-country Running
Fencing
Field Hockey
Lacrosse
Soccer

Squash
Swimming and Diving
Tennis
Volleyball

Directions for Election

Each student is expected to complete a minimum of two terms a year until Physical Education 121 is completed. A student may elect a course which is scheduled throughout a semester, two courses concurrently, or may choose not to elect a course during some terms.

Students should select courses which meet their present and projected interests in physical activities. It is hoped that students will gain knowledge of the relation of physical activity to the maintenance of general well-being; that they will achieve a level of ability, understanding, and participation in sports, dance, and/or exercise so that they may experience satisfaction and enjoyment; and that they will be able to swim with sufficient skill to participate safely in recreational swimming and boating.

A student's choice of activity is subject to the approval of the Department and the College Health Services. Upon recommendation of a College physician and permission of the Department, a student who has a temporary or permanent medical restriction may enroll in a modified program.

Students may continue to enroll in physical education after Physical Education 121 is completed. Members of the faculty may elect activities with permission of the Department.

Physics

Professor: *Fleming, Brown*

Associate Professor: *Ducas (Chair)*

Assistant Professor: *Quivers, Fourguette*[A1], *Berg, Stark*

Laboratory Instructor: *Smith, Bauer*[A], *Wardell, O'Neill*

All courses meet for two periods of lecture weekly and all Grade I and Grade II courses have one three-hour laboratory unless otherwise noted.

100 (2) Musical Acoustics

Production, propagation and perception of sound waves in music; emphasis on understanding of musical instruments and the means of controlling their sound by the performer. No laboratory. Each student will write a term paper applying physical principles to a particular field of interest. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school. *Open to all students except to those who have taken 102.*

Ms. Brown

101 (1) (C) Frontiers of Physics

A qualitative overview of the evolution of physics from classical to modern concepts. An introduction to the methodology and language of physics. No laboratory. Not to be counted toward minimum major or to fulfill entrance requirement for medical school. *Open to all students. Not offered in 1989-90.*

102 (2) Musical Acoustics with Laboratory

Same description as 100 except the course is offered with laboratory in alternate weeks and the students will write a shorter term paper. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school. *Open to all students. Not offered in 1989-90.*

Ms. Brown

103 (1) Physics of Whales and Porpoises

An examination of the scientific and engineering principles embodied in the design of these aquatic animals. Emphasis on an interdisciplinary approach and developing modeling and problem-solving techniques. Topics include: diving and swimming (ideal gas law, fluids, forces); metabolism (energy, thermodynamics, scaling); and senses (waves, acoustics,

optics). Laboratories and field trip. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school. *Open to all students. Not offered in 1989-90.*

Mr. Ducas

104 (1) Basic Concepts in Physics I

Mechanics including: statics, dynamics, and conservation laws. Introduction to waves. Discussion meetings in alternate weeks. *Open to all students who do not offer physics for admission and by permission of the instructor to juniors and seniors who offer physics for admission. May not be taken in addition to 107, [105], or [109]. Prerequisite or corequisite: Mathematics 115 or 120.*

Ms. Brown

106 (2) Basic Concepts in Physics II

Wave phenomena, electricity and magnetism, light and optics. 106 is normally a terminal course. *Prerequisite: 104 or [105] and Mathematics 115 or 120.*

Mr. Quivers

107 (1) (2) Introductory Physics I

Principles and applications of mechanics. Includes: Newton's laws, conservation laws, rotational motion, oscillatory motion, thermodynamics and gravitation. Discussion meeting in alternate weeks. *Open to students who offer physics for admission. May not be taken in addition to 104, [105] or [109]. Prerequisite: Mathematics 115 or 120.*

Ms. Fleming, Mr. Berg

108 (1) (2) Introductory Physics II

Wave phenomena, electricity and magnetism, light and optics. *Prerequisite: [105], 107, [109] (or 104 and permission of the instructor) and Mathematics 116 or 120.*

Mr. Stark, Ms. Fourguette

202 (1) Modern Physics

Basic principles of quantum theory and of atomic and nuclear structure. Not open to students who have taken [204]. *Prerequisite: 108 or permission of the instructor or [200] and Mathematics 116 or 120.*

Mr. Quivers

203 (2) Vibrations and Waves

Free vibrations, forced vibrations and resonance, wave motion, superposition of waves, Fourier analysis with applications. Principles of relativity. *Prerequisite: 108 or permission of the instructor or [200], Mathematics 116 or 120 and Extradepartmental 216. Some computer programming experience is recommended.*

Mr. Berg

219 (2) Modern Electronics Laboratory

Primarily a laboratory course emphasizing construction of both analog and digital electronic circuits. Intended for students in all of the natural sciences and computer science. Approach is practical, aimed at allowing experimental scientists to understand the electronics encountered in their research. Topics include diodes, transistor amplifiers, op amps, digital circuits based on both combinational and sequential logic, and construction of a microcomputer based on a Z-80 microprocessor programmed in machine language. Two laboratories per week and no formal lecture appointments. *Prerequisites: Physics 106 or 108 or [200] or permission of instructor.*

Mr. Stark

222 (1) Medical Physics

The medical and biological applications of physics. Such areas as mechanics, electricity and magnetism, optics and thermodynamics will be applied to biological systems and medical technology. Special emphasis will be placed on modern techniques such as imaging tomography (CAT scans, ultrasound, etc.) and laser surgery. *Prerequisite: 106, 108, or [200], and Mathematics 115 or 120, or by permission of the instructor.*

Mr. Ducas

302 (1) Quantum Mechanics

Interpretative postulates of quantum mechanics, solutions to the Schroedinger equation, operator theory, perturbation theory, scattering, matrices. Not open to students who have taken [321]. *Prerequisite: 202 or [204] and Extradepartmental 216.*

Mr. Stark

305 (2) Thermodynamics and Statistical Mechanics

The laws of thermodynamics, ideal gases, thermal radiation, Fermi and Bose gases, phase transformations, and kinetic theory. *Prerequisite: 202 or [204] or permission of the instructor and Extradepartmental 216 or Mathematics 205.*

Mr. Quivers

306 (1) Mechanics

Analytic mechanics, oscillators, central forces, Lagrange's and Hamilton's equations, introduction to rigid body mechanics. *Prerequisite: 203 and Extradepartmental 216 or permission of the instructor.*

Mr. Berg

314 (2) Electromagnetic Theory

Maxwell's equations, boundary value problems, special relativity, electromagnetic waves, and radiation. *Prerequisite: [200] or 108, and Extradepartmental 216 or Mathematics 205.*

Ms. Brown

349 (2) Application of Quantum Mechanics

Quantum mechanical techniques such as perturbation theory and the WKB method will be developed. Applications to problems in atomic, molecular, and solid-state physics, as well as basic non-linear optics, will be discussed. One lecture and one laboratory per week. *Prerequisite: Physics 302 or [321] or Chemistry 333, or by permission of the instructor.*

Mr. Stark

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Extradepartmental 216 (1) (C)

Mathematics for the Physical Sciences

Directions for Election

A major in physics should ordinarily include 108 or [200], 202 or [204], 203, 302 or [321], 305, 306 and 314. Extradepartmental 216 or Mathematics 209 is an additional requirement. 349 is strongly recommended. One unit of another laboratory science is recommended.

A minor in physics (6 units) consists of: 104 or 107, 108, 203 (or another unit at the 300 level), 202 or [204], 302 or [321] (or another unit at the 300 level), and Extradepartmental 216. 350 cannot be counted as a 300 level unit.

Some graduate schools require a reading knowledge of French, German or Russian.

Exemption Examination

An examination for exemption from Physics 108 is offered to students who present one admission unit in Physics. Students who pass this examination will be eligible for Grade II work in physics. No unit of credit will be given for passing this examination.

Political Science

Professor: *Miller*[A], *Schechter*[A2], *Stettner, Keohane, Just, Marshall*

Visiting Professors: *Doxey*[P], *Remington*[P]

Associate Professor: *Paarlberg (Chair), Krieger, Joseph, Murphy*

Assistant Professor: *Lih*[A], *Drucker, Rao, Barnett*

Lecturer: *Entmacher, Wasserspring*[P], *Leymaster*[P]

101 (1) (2) Introduction to Politics

Study of political conflict and consensus, or "who gets what, when, and how." Topics include ways in which political systems deal with problems in leadership, economic development, and social inequality. Comparison of democratic and authoritarian systems, including the United States, Great Britain, Nazi Germany, and the People's Republic of China. Emphasis on the relationship between political thought, institutions, and policy problems. Readings from Aristotle, Madison, Hitler, Marx, Lenin, and Mao as well as contemporary political analysts. Strongly recommended for all further work in political science. *Open to all students.*

The Staff

Comparative Politics

204 (1) Political Economy of Development and Underdevelopment

An analysis of the national and international contexts of political and economic problems in the Third World with special emphasis on the major explanations for underdevelopment and alternative strategies for development. Topics discussed include colonialism and economic dependency, nationalism, nation-building, and political change, rural development, technology transfer, population control, and the role of women in developing countries. *Prerequisite: one unit in political science, economics, or European or Third World history; open to juniors and seniors without prerequisite.*

Mr. Joseph

205 (1) Politics of Western Europe

A comparative study of the capitalist democracies of Western Europe. The course will focus on the capacity of political systems to adapt to new economic challenges and the increased social pressures that influence the processes of government in West Germany, Britain, and France. Readings and discussion will emphasize the institutional principles of the modern state, the rise and fall of the post-war settlement, and new social movements of the 1970's and 1980's. *Prerequisite: one unit in political science or European history; open to juniors and seniors without prerequisite.*

Mr. Krieger

206 (1) Politics of the Soviet Union and Eastern Europe

Study of the ideology and political organization of Soviet and Eastern European Communism since the 1917 Bolshevik Revolution. Topics include theory and practice of Marxism-Leninism and Stalinism, internal politics of the Communist Party, Soviet education and public opinion, and varieties of socialist democracy in contemporary Eastern Europe. *Prerequisite: one unit in political science or Russian language andor history.*

Ms. Remington

207 (2) Politics of Latin America

The course will explore Latin American political systems focusing on the problems and limits of change in Latin America today. An examination of the broad historical, economic and cultural forces that have molded Latin American nations. Evaluation of the complex revolutionary experiences of Mexico and Cuba and the failure of revolution in Chile. Focus on the contemporary struggles for change in Central America. Contrasting examples drawn from Mexico, Cuba, Chile, Nicaragua and El Salvador. *Prerequisite: one unit in political science; by permission of the instructor to other qualified students.*

Ms. Wasserspring

208 (2) Politics of East Asia

An introduction to the political history and political system of contemporary China. Topics include the origins and growth of the Chinese revolution; the legacy of Chairman Mao Zedong; the reforms of Deng Xiaoping; the structure of the government of the People's Republic of China; political life under the Chinese Communist Party; and such policy issues as rural development, education, and the status of women and ethnic minorities (with particular attention to Tibet). Political and economic developments in Hong Kong and Taiwan will also be considered. *Prerequisite: one unit in political science or Chinese studies; open to juniors and seniors without prerequisite.*

Mr. Joseph

209 (1) African Politics

An examination of the politics of Africa, with special emphasis on relations among African countries and between Africa and the rest of the world. Attention will be paid to the problems of decolonization, national integration, and to the crisis in southern Africa. *Prerequisite: one unit in political science; by permission to other qualified students. Not offered in 1989-90.*

Mr. Murphy

214 (2) Politics of Race and Ethnicity

An examination of political movements, government bureaucracies, militaries and legislatures from the vantage point of racial and ethnic communities. Analysis of both groups in power and those distant from power through case studies of such countries as Fiji, Canada, South Africa, the United States, the USSR, and Sri Lanka. *Prerequisite: one unit in political science.*

Ms. Rao

302 (2) Communist Parties and Socialist Societies

An examination of a variety of political, social, and economic issues in building socialism under the leadership of a communist party. Material will be drawn from such countries as China, the Soviet Union, Poland, Yugoslavia, Cuba, Vietnam, North Korea, and Ethiopia. Topics to be considered include: routes to power, ideology, party structure and operation, succession, participation, dissent and social control, economic planning and reform, the role of the military, and women in socialist societies. *Prerequisite: one Grade II unit in comparative politics or by permission of the instructor. Not open to students who have taken 309.*

Mr. Joseph

303 (2) The Political Economy of the Welfare State

A comparative study of the foundations of social and welfare policy in Western democracies. Focus will be on the changing character of the welfare state in Europe and America: its development in the interwar years, its startling expansion after World War II, and its uncertain future today as a result of fiscal crisis and diverse political oppositions. Themes to be discussed include: state strategies for steering the capitalist economy; problems of redistribution of wealth; social security, health, and unemployment protection; and the implications of welfare policy for class, race, and gender in contemporary society. *Prerequisite: one Grade II unit in American or comparative European politics or macroeconomics or European history; open to juniors and seniors without prerequisite by permission of the instructor.*

Mr. Krieger

304 (2) Seminar. Studies in Political Leadership

A comparative study of the role of political leaders in defining choices and mobilizing support using a variety of conceptual approaches. Review of succession problems and political culture in a variety of democratic and authoritarian societies. Individual research and student reports. *Prerequisite: one Grade II unit in international relations, American or comparative politics, or by permission of the instructor. Enrollment limited; apply in writing to instructor. Not offered in 1989-90.*

Mr. Lih

305 (1) Seminar. The Military in Politics

Focus on relations between the military and politics. Emphasis on the varieties of military involvement in politics, the causes of direct military intervention in political systems, and the consequences of military influence over political decisions. Themes include the evolution of the professional soldier, military influence in contemporary industrial society and the prevalence of military regimes in Third World nations. Case studies of the United States, Brazil, Peru, Nigeria, Ghana, Egypt. *Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Ms. Wasserspring

306 (1) Seminar. Revolutions in the Modern World

Comparative analysis of the theory and practice of revolutions in the 20th century. The seminar will consider such questions as: Why and when do revolutions occur? What are the important qualities of revolutionary leadership? How are people mobilized to join a revolutionary movement? What are some of the different strategies for the revolutionary seizure of power? Writings by such revolutionaries as Lenin, Mao, and Guevara will be studied, along with contemporary social science analyses of revolutions. Case studies will be drawn from Russia, China, Vietnam, Cuba, Chile, and Iran. *Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Mr. Joseph

307 (2) Seminar. Gender, Culture and Political Change

An exploration of how changing—and unchanging—ideas about relations between women and men have shaped politics. Analysis of industrialization, revolution, development, elections, national security, and other topics through case studies of such countries as Britain, the USSR and the Philippines. *Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor. Not offered in 1989-90.*

Ms. Wasserspring

American Politics and Law

200 (1) (2) American Politics

The dynamics of the American political process: constitutional developments, growth and erosion of congressional power, the rise of the presidency and the executive branch, impact of the Supreme Court, evolution of federalism, the role of political parties, elections and interest groups. Emphasis on national political institutions and on both historic and contemporary political values. The course will include analysis of a variety of contemporary policy problems, including such issues as race and sex discrimination, individual liberties, poverty, urban conflict, environmental disruption, inflation, and unemployment. Recommended for further work in American law and politics. *Prerequisite: one unit in political science, economics, or American studies, or by permission of the instructor.*

Mr. Schechter, Ms. Marshall, Ms. Drucker, Ms. Entmacher

210 (1) Political Participation

The impact of voters, pressure groups, political parties and elections on American politics. Students will engage in participant observation in an election campaign or interest group. The decline of political parties and the rise of the media will be explored in the context of American elections. *Prerequisite: one unit in political science or by permission of the instructor.*

Ms. Just

212 (2) Urban Politics

Introduction to contemporary urban politics. Study of policy-making and evaluation in the areas of education, transportation, housing, welfare, budgeting and taxation. Consideration of population shifts, regional problems, and the impact of federal policy on urban planning. *Prerequisite: one unit in political science or economics or American studies. Not offered in 1989-90.*

Ms. Marshall

215 (1) (2) Law and the Administration of Justice

Fundamentals of the American legal system, including the sources of law, the nature of legal process, the role of courts and judges, and legal reasoning and advocacy. Examination of the interaction of law and politics, and the role and limits of law as an agent for social change. *Prerequisite: 200 or by permission of the instructor.*

Ms. Entmacher

311 (1) The Supreme Court in American Politics

Analysis of major developments in constitutional interpretation, the conflict over judicial activism, and current problems facing the Supreme Court. Emphasis will be placed on judicial review, the powers of the President and of Congress, federal-state relations, and individual rights and liberties. Each student will take part in a moot court argument of a major constitutional issue. *Prerequisite: one unit in American legal studies, or by permission of the instructor.*

Mr. Schechter

312 (2) The Criminal Justice System

An examination of how the criminal justice system works, considering the functions of police, prosecutor, defense counsel, and court in the processing of criminal cases; uses of discretionary power in regard to arrest, bail, plea bargaining, and sentencing; changing perceptions of the rights of offenders and victims; current problems in criminal law. Legal research and moot court practice. *Prerequisite: 215 or 311 or by permission of the instructor.*

Mr. Leymaster

313 (1) American Presidential Politics

Analysis of the central role of the president in American politics, and the development and operation of the institutions of the modern presidency. The course will focus on sources of presidential power and limitations on the chief executive, with particular emphasis on congressional relations and leadership of the federal bureaucracy. *Prerequisite: 200 or 210 or by permission of the instructor. Not offered in 1989-90.*

Ms. Drucker

314 (1) Congress and the Legislative Process

An examination of the structure, operation, and political dynamics of the U.S. Congress and other contemporary legislatures. Emphasis will be on Congress: its internal politics, relations with the other branches, and responsiveness to interest groups and the public. The course will analyze the sources and limits of congressional power, and will familiarize students with the intricacies of lawmaking. *Prerequisite: 200 or 210 or by permission of the instructor.*

Ms. Drucker

316 (2) Mass Media and Public Opinion

Examination of the role of mass media and public opinion in American democracy. Study of American political culture, popular participation, and performance. Evaluation of the role of mass media in shaping public opinion, with special emphasis on the presidential election campaign. Discussion will focus on the organization of news-gathering, behavior and values of journalists, news production, problems of the First Amendment, reporting international affairs, and the impact of new technologies. *Prerequisite: 200, or 210, or by permission of the instructor.*

Ms. Just

317 (2) The Politics of Health Care

The effects of politics and law on health care in the United States. Examination of the allocation of health care including the debate over national health insurance and the implications of an increasing elderly population. Analysis of the political, legal, and ethical issues posed by new medical technologies. *Prerequisite: same as for 311. Not offered in 1989-90.*

Ms. Entmacher

318 (1) Seminar. Conservatism and Liberalism in Contemporary American Politics

Examination of the writings of modern conservatives, neo-conservatives, liberals, and libertarians and discussion of major political conflicts. Analysis of such policy questions as the role of the Federal government in the economy, poverty and social welfare, personal liberty, property rights, capital punishment, preventive detention, affirmative action, busing, abortion, school prayer. Assessment of the impact of interest groups, the president and other political leaders, the media, and Supreme Court justices on constitutional rights and public policies. *Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor. Not offered in 1989-90.*

Mr. Schechter

320 (2) Seminar. Inequality and the Law

Analysis of the emerging constitutional and statutory rights of women and racial minorities. What rights have been sought? What rights have been achieved? To what extent have new legal rights been translated into actual social and governmental practices? Focus on the equal protection and due process clauses of the Fourteenth Amendment, statutes such as Title VII of the 1964 Civil Rights Act, and Supreme Court decisions during the past decade. The seminar will compare litigation with more traditional strategies for changing public policies toward employment discrimination, abortion, affirmative action, school segregation, housing and welfare. *Prerequisite: one unit in American legal studies and by permission of the instructor. Enrollment limited; apply in writing to instructor. Not offered in 1989-90.*

Mr. Schechter

333 (2) Seminar. Ethics and Politics

An exploration of ethical issues in politics, public policy and the press. Critical questions include deception (is it permissible to lie?), "bedfellows" (does it matter who your friends are?), and means and ends (do some purposes justify deception, violence or torture?) Consideration of moral justifications of policies, such as cost-benefit analysis, risk ratios, and social justice as well as the proper role of journalists in holding public officials to an ethical standard. *Prerequisite: one Grade II unit in American politics. Enrollment limited; apply in writing to instructor.*

Ms. Just

334 (2) Seminar. Presidential-Congressional Relations

Study of the formal and informal relationships between the President and Congress. Analysis of such topics as: constitutional sources of presidential-congressional tension, legal and political limits to presidential and congressional power, the overlapping functions of the executive and legislative branches, the electoral connection or competition between these two branches, and conflicts in domestic and foreign policy-making. *Prerequisite: Political Science 200 required; 313 or 314 recommended or another 300 level course in American Politics and Law and permission of the instructor. Enrollment limited; apply in writing to instructor.*

Ms. Drucker

335 (2) Seminar. The First Amendment

Analysis of the role of the Supreme Court in the protection of individual rights guaranteed by the First Amendment to the U.S. Constitution. The seminar will examine the right to criticize government, symbolic expression, pornography, privacy, prior restraints on the press. Struggles over the place of religion in public life, including school prayer, creationism, aid to religious schools, secular humanism, limits on religious freedom will also be studied. *Prerequisite: One unit in American legal studies and permission of the instructor. Enrollment limited; apply in writing to the instructor. Not offered in 1989-90.*

Mr. Schechter

336 (1) Seminar. Women, the Family and the State

Analysis of the development and evolution of public policies toward the family, and their relationship to changing assumptions about "women's place." Consideration of policies toward marriage and divorce; domestic violence; nontraditional families; family planning; the care and support of children; and public welfare. *Prerequisite: one unit in American politics, 215 or 311, and by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Ms. Entmacher

International Relations

221 (1) (2) World Politics

An introduction to the international system with emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the sources of tension and conflict, and the modes of accommodation and conflict resolution. *Prerequisite: one unit in history or political science.*

Miss Miller, Mr. Murphy, Mr. Barnett

222 (2) Comparative Foreign Policies

An examination of factors influencing the formulation and execution of national foreign policies in the contemporary international system. Comparisons and contrasts between rich and poor, and strong and weak countries will be stressed, especially the varying significance of domestic sources of foreign policy in Western and non-Western settings. *Prerequisite: one unit in international relations or comparative politics. Not offered in 1989-90.*

321 (1) The United States in World Politics

An exploration of American foreign policy since 1945. Readings will include general critiques and case studies designed to illuminate both the processes of policy formulation and the substance of policies pursued. Consideration of future prospects. *Prerequisite: one unit in international relations or by permission of the instructor.*

Miss Miller, Mr. Barnett

322 (1) The Soviet Union in World Politics

An examination of Soviet foreign policy since 1917. Attention will be given to ideological, geo-political, economic, and domestic sources of foreign policy behavior. Soviet policy toward the Western nations, developing nations, and other communist countries will be treated. *Prerequisite: one unit in international relations, 206, or by permission of the instructor.*

Ms. Remington

323 (1) The Politics of Economic Interdependence

A review of the politics of international economic relations, including trade, money, and multinational investment, among rich and poor countries and between East and West. Global issues discussed will include food, population, and energy, and poor country demands for a New International Economic Order. *Prerequisite: one unit in international relations or comparative politics.*

Mr. Paarlberg

324 (2) International Security

War as the central dilemma of international politics. Shifting causes and escalating consequences of warfare since the industrial revolution. Emphasis on the risk and avoidance of armed conflict in the contemporary period, the spread of nuclear and conventional military capabilities, arms transfer, arms competition, and arms control. *Prerequisite: one unit in international relations or permission of the instructor.*

Mr. Paarlberg

326 (2) International Politics in the Middle East

Examination of conflict and cooperation stressing the Arab-Israeli dispute, intra-Arab politics, and the behavior of extra-regional states. Consideration of domestic problems and the roles of religion and ideology as hindrances or aids to conflict resolution. *Prerequisite: same as for 321. Not offered in 1989-90.*

Mr. Murphy

327 (2) International Organization

The changing role of international institutions since the League of Nations. Emphasis on the UN, plus examination of specialized agencies, multilateral conferences and regional or functional economic and security organizations. The theory and practice of integration beyond the nation-state, as well as the creation and destruction of international regimes. *Prerequisite: one unit in international relations or comparative politics.*

Mr. Murphy

328 (2) The Politics of East-West Relations

An exploration of contentious issues in relations between the superpowers and their allies. Stress on diverse approaches to such questions as defense, arms control, human rights, intervention in third-world conflicts, trade and technology transfer, scientific and cultural exchanges, the role of China in world affairs, and instability in Eastern Europe. *Prerequisite: one unit in international relations or by permission of the instructor. Not offered in 1989-90.*

Miss Miller

329 (2) International Law

The nature and functions of international law in contemporary international society. Study of basic principles of state sovereignty, jurisdiction and recognition will provide a basis for charting the development of international law in respect of the regulation of conflict, ocean and outer space, human rights and the control of terrorism. Problems of law-making and law-observance will be illustrated by case-studies drawn from recent state practice. *Prerequisite: one unit in international relations, or by permission of the instructor.*

Ms. Doxey

330 (2) Seminar. Negotiation and Bargaining

An examination of modern diplomacy in bilateral and multilateral settings from the perspectives of both theorists and practitioners. Consideration of the roles of personalities, national styles of statecraft and domestic constraints in contemporary case studies. *Prerequisite: one unit in international relations and by permission of the instructor. Enrollment limited; apply in writing to instructor. Not offered in 1989-90.*

Miss Miller

331 (1) Seminar. The Politics of the World Food System

How politics shapes world food production, consumption, and trade. The seminar will include an examination of national food and food trade policies in rich and poor countries. Particular stress will be placed on the experience of India, the Soviet Union, and the United States. Also, an examination of the role of international agribusiness and private food trading companies, and of international organizations managing food trade and food assistance. Finally, an investigation of the use of food as a diplomatic weapon. *Prerequisite: one unit in international relations or comparative politics. Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor. Not offered in 1989-90.*

Mr. Paarlberg

332 (2) Seminar. The Politics of World Energy

An analysis of how politics and technology shape world energy production and consumption. Focus on national and international aspects of energy policies in rich and poor countries. Consideration of energy as an East-West and North-South issue in world politics and of oil as a weapon in global diplomacy. *Prerequisite: one unit in international relations. Enrollment limited; apply in writing to the instructor. Not offered in 1989-90.*

Miss Miller

347 (2) Seminar. International Sanctions

An examination of political, economic and psychological aspects of sanctions as a form of international pressure. Topics to be discussed will include the grounds for sanctions and the objectives of states imposing them; the range of possible measures; vulnerabilities of targets; backlash and spillover effects of sanctions, and the difficulties of sustaining collective pressure inside and outside organizational frameworks. Experience with sanctions against Cuba, Rhodesia, and Iran, the Western response to crisis in Afghanistan and Poland, Arab boycotts and embargoes, and the problem of South Africa will provide case material for the course. *Prerequisite: one unit in international relations. Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to department chair.*

Ms. Doxey

348 (1) Seminar. Problems in North-South Relations

An exploration of historical and contemporary relations between advanced industrial countries and less developed countries, with emphasis on imperialism, decolonization, interdependence, and superpower competition as key variables. Consideration of systemic, regional, and domestic political perspectives. Stress on the uses of trade, aid, investment and military intervention as foreign policy instruments. *Prerequisite: one unit in international relations or permission of the instructor. Enrollment limited; apply in writing to instructor.*

Mr. Murphy

Political Theory and Methods

240 (1) Classical and Medieval Political Theory

Study of selected classical, medieval, and early modern writers such as Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther, Calvin, and Hooker. Views on such questions as the nature of political man; interpretations of the concepts of freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis. *Prerequisite: one unit in political science, philosophy, or European history.*

Mr. Stettner

241 (2) Modern Political Theory

Study of political theory from the 17th to 19th centuries. Among the theorists studied are Hobbes, Locke, Hume, Rousseau, Burke, Mill, Hegel, Marx, and Nietzsche. Views on such questions as the nature of political man; interpretations of the concepts of freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis. *Prerequisite: one unit in political science, philosophy, or European history.*

Mr. Stettner

242 (1) Contemporary Political Theory

Study of selected 20th-century political theories, including Existentialism, contemporary variances of Marxism, Fascism, Neoconservatism. Attention will be paid to theories leading to contemporary approaches to political science, including elite theory, group theory, functionalism, and theories of bureaucracy. *Prerequisite: one unit in political theory; 241 is strongly recommended. Not offered in 1989-90.*

Mr. Krieger

249 (2) Political Science Laboratory

The role of empirical data in the study of comparative politics, public opinion, and political behavior. Frequent exercises introduce students to topics in descriptive statistics, probability and sampling, questionnaire design, cross tabulation, tests of significance, regression, correlation and modeling. Emphasis is on concepts in data analysis. No previous knowledge of mathematics, statistics, or computing is required. *Prerequisite: one Grade II unit in political science or by permission of the instructor.*

Ms. Drucker

340 (2) American Political Thought

Examination of American political writing, with emphasis given to the Constitutional period, Progressive Era, and to contemporary sources. Questions raised include: origins of American institutions, including rationale for federalism and separation of powers, role of President and Congress, judicial review; American interpretations of democracy, equality, freedom and justice; legitimate powers of central and local governments. Attention paid to historical context and to importance for modern political analysis. *Prerequisite: one Grade II unit in political theory, American politics, or American history, or by permission of the instructor.*

Mr. Stettner

341 (2) Issues and Concepts in Political Theory

Study of such political concepts as freedom, justice, equality, democracy, power, revolution, civil disobedience, and political obligation. Discussion of related issues, including implications for political systems of adopting these concepts and problems which result when these values conflict with one another. Emphasis on contemporary political problems and sources. *Prerequisite: two Grade II units in political science, philosophy, or intellectual history, or by permission of the instructor. Not offered in 1989-90.*

342 (1) Marxist Political Theory

Study of the fundamental concepts of Marxist theory, including alienation, the materialist conception of history, class formation and class struggle. Particular attention will be paid to Marx's theory of politics and Lenin's theory of the state, political power, and the problems of socialist transition. Study of contemporary Marxist theory will emphasize issues of class, race and gender. *Prerequisite: one Grade II unit in political theory or by permission of the instructor.*

Mr. Krieger

344 (1) Feminist Political Theory

Examination of 19th and 20th-century feminist theory with focus on contemporary debates. The feminist critique of liberalism and socialism will introduce discussion of issues such as methodology, gender differences, race and sexuality. Authors read will include Mill, Marx, Engels, and the contemporary theorists Alison Jaggar, Sandra Harding, Carol Gilligan and Catharine MacKinnon. *Prerequisite: one Grade II unit in political theory, philosophy, or women's studies.*

Ms. Rao

345 (2) Seminar. Human Rights

Examination of the development of the human rights tradition in the West, and its critique from non-Western perspectives. Authors read will include Hobbes, Locke, Rousseau, Mill and Marx. Consideration of contemporary issues including anticolonialism, feminism, and economic rights versus political rights, and transnational rights and responsibilities. *Prerequisite: one Grade II unit in political theory, philosophy or by permission of instructor. Enrollment limited; apply in writing to instructor.*

Ms. Rao

346 (2) Seminar. Critical Theory

An examination of a tradition within twentieth century political theory which derives from Marx's critique of political economy and develops insights concerning psychoanalysis, law and social change, the family, the philosophy of history, music theory, and culture. Authors read will include Horkheimer, Adorno, Marcuse, Kirchheimer, and Neumann. *Prerequisite: one Grade II unit in political theory, philosophy, or modern European history. Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to the instructor.*

Mr. Krieger

350 (1) (2) Research or Individual Study 1 or 2

Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor and plan the project, readings, conferences, and method of examination with the faculty sponsor. *Open to juniors and seniors by permission.*

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Black Studies 205 (2)

The Politics of Black Domination in South Africa

Black Studies 318 (2)

Seminar. Women and the Quest for Modernization and Liberation

Directions for Election

The Political Science Department divides its courses and seminars into four sub-fields: Comparative Politics, American Politics and Law, International Relations, and Political Theory and Methods. Political Science 101, which provides an introduction to the discipline, is strongly recommended for first year students or sophomores who are considering majoring in Political Science.

In order to ensure that Political Science majors familiarize themselves with the substantive concerns and methodologies employed throughout the discipline, all majors must take one Grade II or Grade III unit in each of the four sub-fields offered by the Department. In the process of meeting this major requirement, students are encouraged to take at least one course or seminar which focuses on a culture other than their own. A major in Political Science consists of at least 8 units.

Recommended first courses in the four subfields are: 204 or 205; 200; 221; and 241.

In addition to the distribution requirement, the Department requires all majors to do advanced work in at least two of the four sub-fields. The minimum major shall include Grade III work in two fields and at least one of these Grade III units must be a seminar. *Admission to department seminars is by written application only. Seminar applications may be obtained in the Department office. Majors should begin applying for seminars in the first semester of their junior year, in order to be certain of fulfilling this requirement.* Majors are encouraged to take more than the minimum number of required Grade III courses. While units of credit taken at other institutions may be used to fulfill up to two of the four distribution units, the Grade III units required for a minimum major must be taken at Wellesley.

Although Wellesley College does not grant academic credit for participation in intern programs, students who take part in the Washington Summer Internship Program or the Los Angeles Urban Internship Program may arrange with a faculty member to undertake a unit of 350, Research or Individual Study, related to the internship experience.

Majors considering going to graduate school for a Ph.D. in Political Science should discuss with their advisors the desirability of including quantitative methods, along with appropriate foreign language preparation.

Psychobiology

AN INTERDEPARTMENTAL MAJOR

Directors: *Koff, Eichenbaum*

The Departments of Psychology and Biological Sciences offer an interdepartmental major in psychobiology which provides opportunity for interdisciplinary study of the biological bases of behavior.

A major in psychobiology must include the following core courses: Psychology 101, 205, and a research methods course (207R, 210R, 212R, or 214R); Biological Sciences 110 and 111; and Psychobiology 213. Majors must elect at least one other Grade II course from each department. To be eligible for the Honors program, students must have completed all of the above by the end of the junior year. Additionally, majors must elect two Grade III courses. Acceptable Grade III courses in Biological Sciences are 306, 315, and 332; acceptable Grade III courses in Psychology are 318 and 319. Any other Grade III courses must be specifically approved by the directors.

Students planning graduate work in this and related fields are advised to elect at least 2 units of chemistry, 2 units of physics, and to acquire a working knowledge of computers.

Psychology

Professor: *Zimmerman, Dickstein, Furumoto, Schiavo, Clinchy, Koff (Chair)*

Associate Professor: *Pillemer*[A], *Cheek*[A1], *Akert, Mansfield*[P]

Assistant Professor: *Brachfeld-Child, Lucas, Thorne*[A], *Rosen*[P], *Hennessey*[A], *Paul, Gallaher*[P], *Ross*[P]

Instructor: *Boyatzis*[P], *Hill*

Lecturer: *Rierdan*[P]

101 (1) (2) Introduction to Psychology

Study of selected research problems from areas such as personality, child development, learning, cognition, and social psychology to demonstrate ways in which psychologists study behavior. *Open to all students.*

The Staff

205 (1) (2) Statistics

The application of statistical techniques to the analysis of psychological data. Major emphasis on the understanding of statistics found in published research and as preparation for the student's own research in more advanced courses. Three periods of combined lecture-laboratory. Additional optional periods may be arranged for review and discussion. *Prerequisite: 101.*

Mr. Hill, Ms. Gallaher

207 (1) (2) Developmental Psychology

Behavior and psychological development in infancy, childhood, and adolescence. Theory and research pertaining to personality, social, and cognitive development are examined. Lecture, discussion, demonstration, and observation of children. Observations at the Child Study Center required. *Prerequisite: 101.*

Mrs. Clinchy, Ms. Brachfeld-Child, Ms. Mansfield

207R (1) (2) Research Methods in Developmental Psychology

An introduction to research methods appropriate to the study of human development. Individual and group projects. Laboratory. Each section typically limited to twelve students. Observations at the Child Study Center required. *Prerequisite: 205 and 207.*

Mrs. Clinchy, Mr. Boyatzis

208 Adolescence

Consideration of physical, cognitive, social and personality development during adolescence. *Prerequisite: 101. Not offered in 1989-90.*

210 (1) (2) Social Psychology

The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction. Lecture, discussion, and demonstration. *Prerequisite: 101.*

Ms. Akert

210R (1) (2) Research Methods in Social Psychology

An introduction to research methods appropriate to the study of social psychology. Individual and group projects on selected topics. Laboratory. Each section typically limited to twelve students. *Prerequisite: 205 and 210 or 211.*

Ms. Akert, Mr. Schiavo

211 (1) Group Psychology

Study of everyday interaction of individuals in groups. Introduction to theory and research on the psychological processes related to group structure and formation, leadership, communication patterns, etc. *Prerequisite: 101.*

Mr. Schiavo

212 (1) (2) Personality

A comparison of major ways of conceiving and studying personality, including the work of Freud, Jung, behaviorists, and cultural psychologists. Students will gain hands-on experience with personality assessment tools, and familiarity with basic issues in personality theory and research. *Prerequisite: 101.*

Mr. Cheek, Ms. Paul, Ms. Gallaher

212R (1) (2) Research Methods in Personality

An introduction to research methods appropriate to the study of personality. Individual and group projects. Laboratory. Each section typically limited to twelve students. *Prerequisite: 205 and 212.*

Mr. Dickstein, Ms. Paul

214R (2) Experimental Research Methods

Introduction to experimental methodology. The object of the course is the acquisition of basic research skills including hypothesis formation, experimental design, data analysis, and journal writing. Group and individual projects. Students will design and execute an independent research project. *Prerequisite: 205 and one of the following, 213, 216, 217, 218, 219.*

Ms. Lucas

216 Psychology of Language

Introduction to the study of the mental processes involved in using language. Topics will include language comprehension, the perception and production of speech, the development of language, and animal communication. *Prerequisite: 101. Not offered in 1989-90.*

217 (1) Memory and Cognition

Cognitive psychology is the study of the capabilities and limitations of the human mind when viewed as a system for processing information. This course will examine basic issues and research in cognition focusing on memory, attention, pattern recognition, and the representation and use of conceptual knowledge. *Prerequisite: 101.*

Ms. Lucas

218 Sensation and Perception

This course focuses on theories concerning the possible links between a physical event, the response of sensory organs, and subjective experience. Review of physical and physiological concepts, such as waves, mapping functions, neural coding, and receptive fields. Consideration of specific thresholds for seeing and hearing, how colors and shapes are perceived, and how sound is processed. Course will include laboratory demonstrations. *Prerequisite: 101. Not offered in 1989-90.*

219 (2) Physiological Psychology

Study of the neural mechanisms underlying mental processes and behavior. Topics will include organization of the central nervous system, and the neural bases of sensory processing, motivation, sleep, arousal, and attention, consciousness, normal and abnormal emotional behavior, and higher functions such as language, memory, and cognition. *Prerequisite: 101.*

Mrs. Koff

225 American Psychology in Historical Context

This course will examine the socio-cultural milieu which gave rise to modern psychology, including personalities, issues, and institutions that played a major role in shaping the field. The class will do a case study of the Wellesley Psychology Laboratory (founded in 1891) focusing on the lives of the women faculty members who directed it. *Prerequisite: 101. Not offered in 1989-90.*

248 Psychology of Teaching, Learning, and Motivation

The psychology of preschool, primary, and secondary education. Investigation of the many contributions of psychology to both educational theory and practice. Topics include: student development in the cognitive, social and emotional realms; assessment of student variability and performance; interpretation and evaluation of standardized tests and measurements; classroom management; teaching style; tracking and ability grouping; motivation; and teacher effectiveness. *Prerequisite: 101. Not offered in 1989-90.*

249 Seminar. The Psychology of Education

The psychology of college education. Exploration of different types of liberal arts colleges from the psychological point of view. Topics will include changes in student attitudes, values, and behavior during the college years; salient features of the college environment as perceived by students and faculty (e.g., competition, achievement); student decision-making (e.g., the major, the career); relationships among students and faculty; the social psychology of the classroom and the residence hall; innovative and traditional teaching techniques; methods of evaluating student learning; single-sex vs. coeducational colleges; the ideal college education for women. First year students and sophomores are encouraged to apply. *Open by permission of the instructor to students who have taken 101. Not offered in 1989-90.*

302 (2) Health Psychology

An exploration of the role of psychological factors in preventing illness and maintaining good health, in the treatment of illness, and in adjustment to ongoing illness. *Open to students who have taken two Grade II units, excluding 205, and by permission of the instructor to other qualified students.*

Mr. Dickstein

303 (2) Psychology of Gender

This course examines how psychologists have construed and studied sex differences and gender, what we know "for sure" about gender differences, where the differences come from, and where they might go. Topics include womb and penis envy, the myth of the perfect mother, uses and meaning of feminist methodology, and new psychologies of women. *Open to juniors and seniors who have taken two Grade II units excluding 205, or by permission of the instructor.*

Ms. Paul

306 Advanced Personality

Not offered in 1989-90.

308 (1) Selected Topics in Clinical Psychology

Psychotherapy. This course compares theory and research on individual and family systems therapy. Emphasis is on the nature of the relationship between co-participants, and, where applicable, conceptions of transference, counter-transference, insight, and change. *Open to juniors and seniors who have taken two Grade II units, excluding 205 and including 212, or by permission of the instructor.*

Ms. Ross

309 (2) Abnormal Psychology

Consideration of major theories of psychological disorders. Illustrative case materials and research findings. Selected issues on prevention and treatment of emotional problems. *Open to juniors and seniors who have taken two Grade II units, including 212 and excluding 205.*

Ms. Rierdan

310 (1) Seminar. Schizophrenia

The nature, causes, and treatment of schizophrenia. Schizophrenia will be distinguished from other psychological disorders with which it is frequently confused (such as multiple personality); its causes in terms of genetic, biochemical, family, and social influences will be reviewed; effective treatment of people diagnosed schizophrenic will be considered. Theoretical and research articles will be supplemented by taped interviews and films. The goals of the seminar are to increase the student's appreciation of this particular psychological disorder and, in so doing, to broaden her understanding of the variety of functional and dysfunctional ways people attempt to resolve universal human dilemmas. *Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including 212, and excluding 205. Written permission is required.*

Ms. Rierdan

311 (1) Seminar. Social Psychology

Environmental Psychology. The focus of the seminar is on the influence of the physical environment on behavior and feelings. There will be emphasis upon relevant concepts such as crowding, privacy, territoriality, and personal space. Specific settings (e.g., classrooms, playgrounds) will be investigated. Students (in small groups) will use observation, interview, or questionnaire techniques to pursue research topics. Individual seminar reports are expected. *Open to juniors and seniors who have taken two Grade II units, excluding 205, and by permission of the instructor to other qualified students. Written permission is required.*

Mr. Schiavo

312 (1) Seminar. Psychology of Death

An examination of the psychological meaning of death to the individual. Topics to be covered will include acquisition of the concept of death, antecedents and correlates of individual differences in concern about death, psychological processes in dying persons and their relatives, and the psychology of grief and mourning. *Open by permission of the instructor to juniors and seniors who have taken two Grade II units, excluding 205. Written permission is required.*

Mr. Dickstein

317 (2) Seminar. Psychological Development in Adults

Exploration of age-related crises and dilemmas in the context of contemporary psychological theory and research. Primary focus will be on early adulthood, but selected topics in mid-life and aging will also be examined. Among the topics to be covered will be intellectual development in adulthood; changing conceptions of truth and moral value; sex differences in development. *Open to juniors and seniors who have taken two Grade II units excluding 205, or by permission of the instructor. Written permission is required.*

Mrs. Clinchy

318 (2) Seminar. Brain and Behavior

Selected topics in brain-behavior relationships. Emphasis will be on the neural basis of the higher-order behaviors. Topics will include language, perception, learning, memory, hemispheric specialization, and sex differences in lateralization. *Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including one of the following: 213, 216, 217, 218, 219 and one other Grade II course, excluding 205. Written permission is required.*

Mr. Rosen

319 (1) Seminar. Psychobiology

Topic for 1989-90: Developmental Psychobiology. An examination of the development of the nervous system and its relation to behavior. Topics to be covered include the effects of sex hormones on the development of the brain, the effects of early experience on adult behavior, the development of sleep-wake states, the development of lateralization of the

brain, and developmental disorders of the human brain. *Open only by permission of the instructor to juniors and seniors who have taken two Grade II units, including one of the following: 213, 216, 217, 218, 219 and one other Grade II course, excluding 205. Written permission is required.*

Mr. Rosen

325 Seminar. History of Psychology

Freud in His Time. The seminar will focus on the origins of psychoanalysis, exploring the influence of the political and cultural climate of *fin de siècle* Vienna on Freud's theorizing. Freud's personal relationships, including his associations with male mentors, friends, and followers as well as those with women — family members, professional associates, and patients — will be studied as a means for gaining insights into his work. The seminar will consider the thesis that Freud's rejection of the "seduction theory" of neurosis resulted from his tangled relationship with his father. *Open by permission of the instructor to juniors and seniors who have taken 101. Written permission is required. Not offered in 1989-90.*

330 (1) Seminar. Cognitive Science

Cognitive Science is an interdisciplinary effort to understand and model cognitive mechanisms that use symbols to represent and manipulate knowledge. This effort encompasses work from the fields of cognitive psychology, artificial intelligence, linguistics, philosophy, and the neurosciences. The course will examine the pre-theoretical assumptions behind the research in this field. Questions will be asked about the relation of the mind to the brain, the definition of knowledge and the ability of the computer to "think". *Open to juniors and seniors by permission of the instructor. Written permission is required.*

Ms. Lucas

331 (2) Seminar. Advanced Topics in Psychology

Topic for 1989-90: The Psychology of the Self. An examination of psychological approaches to understanding the nature of the self from William James (1890) to contemporary theories, including recent developments in psychoanalytic theory. Topics will include self-awareness, self-esteem, self-presentation, self-actualization, and psychopathology of the self. Development of the self throughout the life span will be considered. *Open to juniors and seniors who have taken two Grade II units, excluding 205, and by permission of the instructor to other qualified students. Written permission is required.*

Mr. Cheek

335 Seminar. Experimental Psychology

Perception and the Natural World. This course will examine how perception occurs in natural everyday situations. The practical and philosophical implications of different theories of perception will be considered. Particular emphasis will be given to an ecological approach to perception and the important relationship between a perceiver and her/his natural environment. The implications of such an approach for issues in artificial intelligence, neuroscience, linguistics, cognition and social psychology will be discussed. *Prerequisite: same as 312. Not offered in 1989-90.*

337 Seminar. The Psychology of Creativity

The purpose of this course will be 1) to explore the foundations of modern theory and research on creativity, and 2) to examine methods of stimulating creative thought and expression. The course material will include 1) psychodynamic, behavioristic, humanistic and social-psychological theories of creativity, 2) studies of creative environments, 3) personality studies of creative individuals, 4) methods of defining and assessing creativity, and 5) programs designed to increase both verbal and nonverbal creativity. *Open by permission of the instructor to juniors and seniors who have taken two Grade II units, excluding 205. Written permission is required. Not offered in 1989-90.*

340 Organizational Psychology

This course uses experiential activities, cases, theory and research to examine key topics in organizational psychology including: motivation and morale, change and conflict, quality of worklife, work group dynamics, leadership, culture, and the impact of workforce demographics (gender, race, socioeconomic status). *Prerequisite: same as 303. Not offered in 1989-90.*

345 (1) Seminar. Selected Topics in Developmental Psychology

Topic for 1989-90: Early Social Development. Examination of major psychological theories and research concerning social development from infancy through early childhood. Consideration of development in the contexts of the family and peer groups. Topics will include the child's interactions with mother, father and siblings; effects of divorce; the social construction of gender; effects of television; day care; child abuse; play and friendship. Includes class visits to the Wellesley College Child Study Center. *Open to juniors and seniors who have taken two Grade II units, including 207, and excluding 205, and by permission of the instructor to other qualified students. Written permission is required.*

Ms. Brachfeld-Child

349 (2) Seminar. Selected Topics in Psychology

Topic for 1989-90: Nonverbal Communication. This course will examine the use of nonverbal communication in social interactions. Emphasis will be on the systematic observation of nonverbal behavior, especially facial expression, tone of voice, gestures, personal space, and body movement. Readings will include both scientific studies and descriptive accounts. Students will have the opportunity to conduct original, empirical research. Among the issues to be considered: the communication of emotion; cultural and gender differences; the detection of deception; the impact of nonverbal cues on impression formation; nonverbal communication in specific settings (e.g., counseling, education, interpersonal relationships). *Open to juniors and seniors who have taken two Grade II units, excluding 205, and preferably including 210. Written permission is required.*

Ms. Akert

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p.64, Departmental Honors. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to fellow students.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Biological Sciences 213 (1)

Introduction to Psychobiology

Cross-Listed Courses

Attention Called

Language Studies 322 (2)

Child Language Acquisition

Directions for Election

Majors in psychology must take at least nine courses, including 101, 205, one research course, and three additional Grade II courses. The Department offers four research courses: 207R, 210R, 212R, 214R. The Department strongly recommends that the research course be completed no later than the end of the junior year.

Students interested in an interdepartmental major in psychobiology or cognitive science are referred to the section of the Catalog where the programs are described. They should consult with the directors of the psychobiology or cognitive science programs.

Religion

Professor: *Johnson, Hobbs (Chair[1]), Kodera*[M1] *(Chair[2]), Marini*

Associate Professor: *Elkins*

Assistant Professor: *Nathanson, Nave*[P], *Marlow, Fuller*

100 (2) Introduction to Religion

A beginning course in the study of religion. Four central issues in major religious traditions of the world: 1) The tragic sense of life; 2) Religion as an agent of conflict and oppression, yet also of reconciliation and peace; 3) Personal religious experience as a means of recovering the fullness of life; and 4) Different ways of understanding the "sacred" or "holy." Materials drawn from sources both traditional and contemporary, Eastern and Western. *Open to all students.*

Ms. Nathanson and the Staff

104 (1) (2) Introduction to the Hebrew Bible/Old Testament

A critical study of the Old Testament/Hebrew Bible (TaNaK) from a variety of perspectives—as a cultural expression of the ancient Near East, as a source for the history of Israel, and as the record of the evolving religious tradition of the Israelites. Attention to this tradition as the matrix of Judaism and Christianity. Emphasis upon the world views and literary craft of the authors. *Open to all students.*

Mr. Fuller

105 (1) (2) Introduction to the New Testament

The writings of the New Testament as diverse expressions of early Christianity. Close reading of the texts, with particular emphasis upon the Gospels and the letters of Paul. Treatment of the literary, theological, and historical dimensions of the Christian scriptures, as well as of methods of interpretation. *Open to all students.*

Mr. Hobbs

107 (1) Critical Issues in Modern Religion

Religious advocates and their adversaries from the Enlightenment to the present. The impact of the natural and social sciences on traditional religious beliefs. Readings in Hume, Marx, Darwin, Freud, Reinhold Niebuhr, Paul Tillich, Gustavo Gutierrez, and others. Course is taught at MIT. *Open to all students.*

Mr. Johnson

108 (1) Introduction to Asian Religions

An introduction to the major religions of India, Tibet, China and Japan with particular attention to universal questions such as how to overcome the human predicament, how to perceive ultimate reality, and what is the meaning of death and the end of the world. Materials taken from Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Comparisons made, when appropriate, with Hebrew and Christian Scriptures. *Open to all students.*

Ms. Marlow

108M (2) Introduction to Asian Religions

A critical examination of conceptions of self, world, and absolute value in the formative texts of the historic religions of West Asia, South Asia and East Asia. Readings and discussions organized around such questions as the human condition, search for absolute values, the meaning of death and the end of the world. Taught at MIT. Meets HASS-D requirement at MIT for MIT students. *Open to all Wellesley and MIT students.*

Ms. Marlow

140 (1) Introduction to Judaism

A survey of the history of the Jewish community from its beginnings to the present. Exploration of the elements of change and continuity within the evolving Jewish community as it interacted with the larger Greco-Roman world, Islam, Christianity, and post-Enlightenment Europe and America. Consideration given to the central ideas and institutions of the Jewish tradition in historical perspective. *Open to all students.*

Mrs. Nathanson

199 (1-2) Elementary Hebrew 2

An introduction to Hebrew with emphasis on its contemporary spoken and written form. Practice in the skills of listening and speaking as well as reading and writing, together with systematic study of Hebrew grammar. Four periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students.*

Ms. Nave

202 (1) Archaeology and the Bible

An introduction to the archaeology of the Levant, with focus on the interrelationship of excavated and textual data. Topics to be treated include the ancestral traditions in Genesis, the Israelite conquest of Canaan, the development of the "royal cities," popular religion and monotheism, and Israelite and Judean foreign relations. *Open to all students.*

Mr. Fuller

203 The Ancient Near East

A discussion of the earliest civilizations which are basic to Western thought, focusing on the cultural history and especially the literature of Egypt, Mesopotamia, Syria, and Canaan. Readings include Enuma Elish, Gilgamesh, the Code of Hammurabi, the Baal cycle, the Keret and Aqhat epics, and various hymns, omens, letters, treaties, chronicles, and royal inscriptions. Closes with a discussion of the relationship of Israel to its environment. *Open to all students. Not offered in 1989-90.*

206 Prayer, Wisdom, and Love in the Hebrew Bible/Old Testament

A study of selected texts in translation from the Writings/Ketubim. The devotional poetry of the Psalms, the philosophical expositions of the "Wisdom" literature (Ecclesiastes, Proverbs, and Job), and the shorter writings of Ruth, Song of Songs, and Esther are analyzed against the backdrop of biblical thought in general and ancient Near Eastern literature in particular. *Open to all students. Not offered in 1989-90.*

207 The Exodus

An examination of the Exodus from Egypt as the formative event in Israel's early history, the retellings of the event in biblical tradition, and its use as a model for later biblical, Jewish, and Christian experiences of liberation. *Open to all students. Not offered in 1989-90.*

208 Eighth-Century Prophecy

Religion, Politics and the Social Order: a study of Amos, Hosea, Micah and Isaiah, their relationship to their historical context, ancient tradition, and the politics of their day. *Open to all students. Not offered in 1989-90.*

210 (1) The Gospels

A historical study of each of the four canonical Gospels, and one of the noncanonical Gospels, as distinctive expressions in narrative form of the proclamation concerning Jesus of Nazareth. *Open to all students. Not offered in 1989-90.*

Mr. Hobbs

211 (1) Jesus of Nazareth

Historical study of Jesus, first as he is presented in the Gospels, followed by interpretations of him at several subsequent stages of Christian history. In addition to the basic literary materials, examples from the arts will be considered, such as works by Michelangelo, Grünewald, J. S. Bach, Beethoven, and Rouault. The study will conclude with the modern "quest for the historical Jesus." *Open to all students.*

Mr. Hobbs

212 (2) Paul: The Controversies of an Apostle

A study of the emergence of the Christian movement with special emphasis upon those experiences and convictions which determined its distinctive character. Intensive analysis of Paul's thought and the significance of his work in making the transition of Christianity from a Jewish to a Gentile environment. *Open to all students.*

Mr. Hobbs

215 (2) Christian Classics

Fundamental texts of the Christian tradition examined for their spiritual and theological signficance. Authors read include Paul, Augustine, Thomas à Kempis, Luther, Calvin, Teresa of Avila, and Bunyan. *Open to all students. Not offered in 1989-90.*

Ms. Elkins

216 (2) History of Christian Thought: 100-1400

Good and evil, free will and determinism, orthodoxy and heresy, scripture and tradition, faith and reason, love of God and love of neighbor; issues in Christian thought as addressed by Augustine, Thomas Aquinas, Francis of Assisi, and other shapers of Christianity from its origins through the medieval period. Attention also to popular religious practices, pilgrimages, the cult of saints, asceticism, and mysticism. *Open to all students. Not offered in 1989-90.*

Ms. Elkins

218 (1) Religion in America

A study of the religions of Americans from the colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of American culture and society. Representative readings from the spectrum of American religions including Aztecs and Conquistadores in New Spain, Anne Hutchinson, Jonathan Edwards, John Wesley, Ralph Waldo Emerson, Isaac Wise, Mary Baker Eddy, Dorothy Day, and Martin Luther King, Jr. *Open to all students.*

Mr. Marini

220 Religious Themes in American Fiction

Human nature and destiny, good and evil, love and hate, loyalty and betrayal, salvation and damnation, God and fate as depicted in the novels of Hawthorne, Thoreau, Melville, Harriet Beecher Stowe, Edith Wharton, Flannery O'Connor, and others. Reading and discussion of these texts as expressions of religious thought and culture in nineteenth- and twentieth-century America. *Open to all students. Not offered in 1989-90.*

Mr. Marini

221 (2) Catholic Studies

Contemporary issues in the Roman Catholic Church, with particular attention to the American situation. Topics include sexual morality, social ethics, spirituality, dogma, women's issues, ecumenism, and liberation theology. Readings represent a spectrum of positions and include works by Thomas Merton, Dorothy Day, Henri Nouwen, the U.S. bishops, and recent popes. *Open to all students.*

Ms. Elkins

225 Women in Christianity

Martyrs, mystics, witches, wives, virgins, reformers, and ministers: a survey of women in Christianity, from its origins until today. Focus on women's writings, both historical and contemporary. Special attention given to modern feminist interpreters, such as Elisabeth Schüssler Fiorenza, Caroline Bynum, and Rosemary Radford Ruether. *Open to all students. Not offered in 1989-90.*

Ms. Elkins

226 (1) Liberation Theology

An examination of the variety of liberation theologies from 1971 to the present. Focus on the common themes (such as political, economic, and social transformation) and divergent emphases (such as class, gender, race, and religion) of these writings. Readings in Latin American, North American Black, Third World women, and Asian authors. *Open to all students except those who took 323 in Fall 1988.*

Mr. Johnson

230 (2) Ethics

An inquiry into the nature of values and the methods of moral decision-making. Examination of selected ethical issues including sexism, terrorism, professional morality, nuclear technology, and personal freedom. Introduction to case study and ethical theory as tools for determining moral choices. *Open to all students.*

Mr. Marini

231 (2) Psychology of Religion

An examination of various psychological studies of religion and religious interpretations of the human spirit. Readings in authors such as Sigmund Freud, C. G. Jung, William James, Henri Nouwen, and Erik Erikson. *Open to all students.*

Mr. Johnson

241 Judaism and Modernity

A study of the issues raised by Jewry's encounter with the culture of Western Europe since the Enlightenment. Readings on the development of contemporary branches of Judaism; modern Jewish philosophy; racial anti-Semitism and the Holocaust; Zionist ideology and the State of Israel. *Open to all students. Not offered in 1989-90.*

Mrs. Nathanson

242 Rabbis, Romans and Archaeology

A study of the development of Judaism from the fourth century B.C.E to the seventh century C.E. An examination of Jewish history and culture in relation to the major religious, social, and political trends of the hellenistic world and of late antiquity. Special attention to the interaction between early Rabbinic Judaism and early Christianity. *Open to all students. Not offered in 1989-90.*

Mrs. Nathanson

243 Women in Judaism

A study of the attitudes toward women and the roles of women in ancient Israel and in Judaism from antiquity to the present as suggested by archaeological and literary sources. Special attention to the cultural patterns which have sustained the traditional roles of women in Judaism and to the recent substantive changes in women's positions in Jewish religious life. *Open to all students. Not offered in 1989-90.*

Mrs. Nathanson

244 Jewish Communities of the Islamic World

The evolution of Jewish life in Islamic lands from the time of Muhammad in the seventh century until the present. Attention to issues of religious identity and social, intellectual and political relations with the Muslim majority. Consideration also of the impact of the opening of the Middle East to the West, and the Arab-Israeli conflict. *Not offered in 1989-90.*

245 Hebrew & Yiddish Literature in Translation

An interdisciplinary study of modern Hebrew and Yiddish novels, short stories, and poetry in translation from authors such as Sholem Aleichem, S. Y. Agnon, I. B. Singer, Amos Oz, A. B. Yehoshua, and

Y. Amichai. The course will explore representative works in literary and historical contexts. *Open to all students. Not offered in 1989-90.*

Ms. Nave

246 (2) Biblical and Historical Themes in Modern Hebrew Literature

A study of selected works (in English translation) by twentieth century writers retelling classical Jewish narrative, major historical events and current issues. Topics include the relationship between myth and literature, Jewish existence before and after the Holocaust, and the contemporary Middle Eastern conflict. Emphasis on the impact of biblical and historical events in shaping this literature. Readings include essays, poetry, short stories and novels by authors such as S.Y. Agnon, H.N. Bialik, H.Y. Brenner, Uri Zvi Greenberg, M. Shamir, S. Yizhar, A.B. Yehoshua, and Amos Oz. *Open to all students.*

Ms. Nave

251 Religions in India

An examination of Indian religions as expressed in sacred texts and arts, religious practices and institutions from 2500 B.C.E. to the present. Concentration on the origins and development of indigenous Indian traditions, such as Brahmanism, Hinduism, and Buddhism, as well as challenges from outside, especially from Islam and the West. *Open to all students. Not offered in 1989-90.*

Ms. Marlow

253 Buddhist Thought and Practice

A study of Buddhist views of the human predicament and its solution, using different teachings and forms of practice from India, Southeast Asia, Tibet, China and Japan. Topics including the historic Buddha's sermons, Buddhist psychology and cosmology, meditation, bodhisattva career, Tibetan Tantricism, Pure Land, Zen, dialogues with and influence on the West. *Open to all students. Not offered in 1989-90.*

Mr. Kodera

254 (2) Chinese Thought and Religion

Continuity and diversity in the history of Chinese thought and religion from the ancient sage-kings of the third millennium B.C. to Mao. Topics including Confucianism, Taoism, Chinese Buddhism, folk religion and their further developments and interaction. Materials drawn from philosophical and religious works as well as from their cultural manifestations. *Open to all students.*

Mr. Kodera

255 Japanese Religion and Culture

Constancy and change in the history of Japanese religious thought and its cultural and literary expressions. A consideration of Japanese indebtedness to, and independence from, China, assimilation of the West and preservation of indigenous tradition. Topics including Shinto, Japanese Buddhism and its arts, Neo-Confucianism and nationalism, Christian impact and failure, and modern Japanese thought. *Open to all students. Not offered in 1989-90.*

Mr. Kodera

257 Contemplation and Action

An exploration of the inter-relationship between two dimensions of religious life. Materials drawn from religious and cultural traditions, East and West, historic and contemporary. Topics include: self-cultivation and civil responsibility (Confucius, Dag Hammarskjöld), suffering and nonviolence (Gandhi, Martin Luther King, Jr.), solitude and compassion (Ryokan, Henri Nouwen, Simone Weil), capacity for anger in the work of love (liberation theologians). *Open to all students. Not offered in 1989-90.*

Mr. Kodera

262 (1) The Formation of Islam

An introduction to the Islamic religious tradition as it has developed from the seventh century until the present day. Topics include the life of Muhammad, the Qur'an, *hadith,* law, theology, Shi'ism, Sufism. Attention to Islam's interaction with other religious traditions (Judaism, Christianity, Zoroastrianism, Hinduism), and to modern controversies over legal issues: e.g., the status of women, economic prohibitions. *Open to all students.*

Ms. Marlow

263 (2) Islam in the Modern World

Islamic responses to political, social, and ideological crises of the 19th and 20th centuries. The effects of colonialism and the influence of Western culture, the rise of Muslim national identities, pan-Islam, Islamic fundamentalism, and revolution. Focus on individual Islamic countries, with special attention to the Iranian revolution and Khomeini. Readings in translation in major Muslim thinkers. *Open to all students.*

Ms. Marlow

298 (2) New Testament Greek

Special features of Koin Greek. Reading and discussion of selected New Testament texts. Prerequisite: one year of Greek; or exemption examination; or by permission of the instructor.

Mr. Hobbs

299 (1) (2) Intermediate Hebrew

First semester: an intensive review of modern Hebrew grammar, continued emphasis on oral and written competence, and reading modern literature. Second semester: Biblical Hebrew. Reading in the Hebrew Bible, with special emphasis on differences between Biblical and Modern Hebrew grammar.

Ms. Nave (1), Mr. Fuller (2)

304 Seminar. The Book of Isaiah

An examination of the Book of Isaiah, with special attention to the history of its composition and formation, its canonical form, and its subsequent use and interpretation by Jewish and Christian writers. *Prerequisite: Religion 104 or 105, or permission of the instructor. Not offered in 1989-90.*

305 (2) Seminar. Job and the Problem of Suffering

An examination of the book of Job and its poetic treatment of the human condition. The course will also consider other ancient Near Eastern texts that deal with the issue of evil in the world from a religious perspective, and later readings and retellings of Job by Blake, Frost, Jung, MacLeish, Fackenheim, and others. *Prerequisite: one course in Bible, or permission of the instructor.*

Mr. Fuller

309 Seminar. New Testament Theologies

An examination of several of the major New Testament Theologies published since World War II, with an eye to discerning both the shared and the divergent theologies within the New Testament itself, and to uncovering the various methodologies for re-presenting them in our time. *Prerequisite: one course in New Testament. Not offered in 1989-90.*

Mr. Hobbs

310 Seminar. Gospel of Mark

An exegetical examination of the Gospel of Mark, with special emphasis on its character as a literary, historical, and theological construct, presenting the proclamation of the Gospel in narrative form. The gospel's relationships to the Jesus tradition, to the Old Testament / Septuagint, and to the christological struggles in the early church will be focal points of the study. *Prerequisite: one course in New Testament. Not offered in 1989-90.*

Mr. Hobbs

316 (1) Seminar. The Virgin Mary

The role of the Virgin Mary in historical and contemporary Catholicism. Topics include biblical passages about Mary; her cult in the Middle Ages; and the appearances at Guadalupe, Lourdes, and Fatima. Attention also to the relation between concepts of Mary and attitudes toward virginity, the roles of women, and "the feminization of the deity." *Prerequisite: one course in medieval history, women's studies or religion.*

Ms. Elkins

323 Seminar. Theology

Not offered in 1989-90.

339 Judaism, Christianity and Modernity

The interaction of Judaism and Christianity with the formative ideas and events of the modern era. Topics include Enlightenment/Emancipation; the liberal redefinitions of Judaism and Christianity; romantic conservative reactions; Jewish and Christian existentialists and feminists; confrontations with National Socialism and the Holocaust. Readings in major Jewish and Christian thinkers. *Prerequisite: one course in Judaism, Christianity, modern history, orermission of instructors. Not offered in 1989-90.*

Mrs. Nathanson, Mr. Johnson

340 (1) Seminar. The Holocaust

An examination of the origins, character, course, and consequences of Nazi anti-Semitism during the Third Reich. *Prerequisite: a course in one of the following: Judaism, modern European history, modern political theory, or permission of the instructor.*

Mrs. Nathanson

341 Seminar. Zionism

A study of Zionist ideologies and the emergence and evolution of Zionism as a political movement in the late nineteenth century. Special attention to the development of Palestinian nationalism and to political, social and ideological trends in modern Israel. *Prerequisite: a course in one of the following: Judaism; Middle Eastern history; modern European history; modern political theory; or by permission of the instructor. Not offered in 1989-90.*

Mrs. Nathanson

350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

353 Seminar. Zen Buddhism

Zen, the long known yet little understood tradition, studied with particular attention to its historical and ideological development, meditative practice, and expressions in poetry, painting, and martial arts. *Prerequisite: one course in Asian Religions and by permission of the instructor. Enrollment limited to twelve. Not offered in 1989-90.*

Mr. Kodera

356 (2) Seminar. Ideal Society in Asian Religions

Promises and problems of the ideal society as proposed by the religious thinkers of Asia. Comparative study principally through primary sources in translation. Topics include: Confucian humanitarianism, Moist equalitarianism and Taoist "no action"; Buddhist monasticism and the "Pure Land"; Hindu utopian communities; "nature" and the emperor system in Shinto. *Prerequisite: at least one course in Asian religions and the permission of the instructor. Enrollment limited to twelve.*

Mr. Kodera

357 (2) Seminar. Issues in Comparative Religion

Encounter of the World's Religions. Critical study of interfaith dialogues and movements concerned with building a global theology. Issues include: how to reconcile conflicting truth claims, the impact of emerging religious conservatism on ecumenism, how to preserve integrity in a pluralistic world; ethnocentrism and evangelism; human survival as common concern. Case studies, and readings from Paul Tillich, Wilfred Cantwell Smith, Ninian Smart, William Johnston, John Cobb, Shusaku Endo, and others. *Open by permission of the instructors.*

Mr. Johnson

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p.64 Departmental Honors.

362 Seminar. Equality and Inequality in Islam

An examination of the role of Islam in legitimizing and criticizing the social order from the seventh century to the present. Attention of gender, social rank, ethnicity, and slavery, and to the position of religious minorities (as portrayed by Muslim and non-Muslim writers). Readings from the Qur'an, Prophetic tradition, and Muslim philosophers, theologians, political thinkers, and modern social critics. *Open to juniors and seniors, and to sophomores with permission of the instructor. Not offered in 1989-90. Next offered in 1991-92.*

Ms. Marlow

363 Seminar. Islamic Literature

An examination of some major works of Islamic literature, medieval and modern, religious and secular, in their historical and cultural contexts. Emphasis on the portrayal of relationships between the individual, the family, and the larger community. Comparisons made, when appropriate, with European literature. Readings in English translation from the Qur'an, Sufi poetry, the *ta'ziya* "Passion Play," epics, "mirrors for princes," the *Thousand and One Nights,* modern novels, and political poetry. *Open to juniors and seniors, and to sophomores with permission of instructor. Not offered in 1989-90.*

Ms. Marlow

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Extradepartmental 256 (1)

Social Justice in Liberalism, Marxism and Islam. *Not offered in 1989-90.*

Writing 125 B (2)

Jerusalem: The Holy City

Cross-Listed Courses

Attention Called

Classical Civilization 104 (1) (A)

Classical Mythology

History 234

Heresy, Humanism and Reform: Renaissance and Reformation in Northern Europe. *Not offered in 1989-90.*

History 339

Seminar. American Jewish History. *Not offered in 1989-90.*

Directions for Election

In a liberal arts college, the study of religion constitutes an integral part of the humanities and social sciences. Recognizing religion as an elemental expression of human life and culture, past and present, the department offers courses in the major religious traditions of the East and the West. These courses examine both the individual and the collective dimensions of religion and approach their subject from a variety of perspectives including historical and textual, theological and social scientific.

The major consists of a minimum of eight courses, at least two of which are to be at the 300 level. To promote breadth, majors shall complete one course in each of three areas: Biblical Studies; Judaism and Christianity; Islam and Asian Religions. To ensure depth, majors shall concentrate in a special field of interest.

The minor consists of a minimum of five courses, at least one of which is to be at the 300 level, and no more than two of which can be at the 100 level. Three of the five courses, including a 300 level course, shall be within ONE of three areas: Biblical Studies; Judaism and Christianity; Islam and Asian Religions.

Students majoring or minoring in religion shall discus the structure of their program with a faculty advisor.

For some students, studies in the original language of religious traditions will be especially valuable. Hebrew and New Testament Greek are available in this department. Religion 199 (Elementary Hebrew) cannot be credited towards the department major or minor; but Religion 299 (1) (first semester of Intermediate Hebrew) can be counted toward the major (although not toward the minor), and Religion 299 (2) (second semester of Intermediate Hebrew) can be counted toward both the major and the minor. Religion 298 (New Testament Greek) and more advanced courses in Hebrew can be credited toward both the major and the minor. Latin, Chinese, and Japanese are available elsewhere in the College; majors interested in pursuing language study should consult their advisors to determine the appropriateness of such work for their programs.

Russian

Professor: *Lynch (Chair), Bones*[A]

Assistant Professor: *Chester*[P] *Forman*[P]

Instructor: *Tempest*[P]

100 (1-2) Elementary Russian 2

Grammar: oral and written exercises; reading of short stories; special emphasis on oral expression; weekly language laboratory assignments. Four periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students.*

The Staff

200 (1-2) Intermediate Russian 2

Conversation, composition, reading, review of grammar. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: 100 or the equivalent.*

Ms. Tempest

201 (2) Russian Literature in Translation I

A survey of Russian prose from Pushkin to Dostoevsky, focusing on the multi-faceted character of Russian realism and the emergence of Russian literature as a great national literature in the nineteenth century. Major works by Pushkin, Lermontov, Gogol, Goncharov, Turgenev, and Dostoevsky will be read. *Open to all students. Not offered in 1989-90. Offered in 1990-91.*

Mrs. Bones

202 (2) Russian Literature in Translation II

The study of tradition and innovation in Russian prose from the mid-19th century to the Soviet period. Such well-known works as Tolstoy's *Anna Karenina,* Chekhov's *Ward Six*, Pasternak's *Doctor Zhivago*, and Solzhenitsyn's *First Circle* as well as seminal works by Sologub, Bely, Zamiatin, Babel, Olesha and Bulgakov will be read. *Open to all students. Not offered in 1989-90. Offered in 1991-92.*

Mrs. Bones

205 (2) Intermediate Conversation

Emphasis on developing communication skills through the use of pictures, thematic dialogues, role playing; the patterns and strategies of practical conversation and the language of gestures and intonation. *Prerequisite or corequisite: 200.*

Mrs. Lynch

215 (1) Intermediate Reading

Reading of short texts selected from a variety of materials including newspapers, historical commentaries, correspondence and diaries. Emphasis on building comprehension and on appropriate grammatical and stylistic usage of language. Weekly reading assignments and oral presentations. *Prerequisite or corequisite: 200. Not offered in 1989-90.*

Mrs. Lynch

225 (1) Soviet Film 1917-1980 (in English)

The history of Soviet film, Lenin's "most important art." Close analysis of several films with extensive reading in film history and theory, interrelation with other arts (literature and painting). Main genres to be examined: documentary, historical recreation, social drama, adaptation from literary sources. *Open to all students.*

Ms. Forman

301 (1) Advanced Russian

Thorough review of the structure of Russian through reading and analysis of short texts and weekly laboratory assignments. Proper application of syntactic and morphological categories with emphasis on the use of participles, gerunds, and aspect. The final meetings will be devoted to viewing of a Chekhov play and class videotaping of one episode. Two periods and laboratory. *Prerequisite: 200.*

Mrs. Lynch

302 (2) Advanced Study of Modern Russian

Reading of the works of recent women writers. Language patterns, forms and themes in the writings of Akhmatova, Chukovskaya, Malakhovskaya. Regular oral and written reports. *Prerequisite: 301.*

Mrs. Lynch

305 (2) Aleksandr Sergeevich Pushkin

Intensive study of Russia's most revered writer, his life, work and era. Critical analysis of his writings and of his influence on important 19th- and 20th-century literary figures. *Prerequisite or corequisite: 301 and/or 302. Not offered in 1989-90.*

Mrs. Lynch

310 (2) Lev Nikolaevich Tolstoy

A sampling of the masterworks beginning with *Childhood* and including *Prisoner of the Caucasus, Death of Ivan Illich, Father Sergius,* and *Xadzi Murat.* Some nonfiction such as diaries and articles will be included to explore his spiritual odyssey before and after 1880. Reading, discussions and papers will be primarily in Russian. Before beginning this course, students are expected to have read *War and Peace* in English. *Prerequisite or corequisite: 301 and/or 302.*

Ms. Chester

315 (1) Fyodor Mikhailovich Dostoevsky

An intensive thematic and formal analysis of Dostoevsky's first major novel *Crime and Punishment* together with selected readings from his notebooks and early drafts as well as related correspondence in an effort to comprehend the artistic expression of Dostoevsky's unique psychological, philosophical, and religious view of the world. *Prerequisite or corequisite: 301 and/or 302.*

Mrs. Lynch

320 (1) Seminar

Not offered in 1989-90. Topic for 1990-91: The Writer in a Censored Society. *Prerequisite or corequisite: 301 and/or 302.*

Mrs. Lynch
Topic for 1991-92: Images of Women in Russian Literature

Ms. Chester

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to qualified students.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p.64 Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

Course 100 is counted toward the degree but not toward the major. Courses 201, 202 are counted toward the distribution requirements in Group A and are strongly recommended to students who intend to major in Russian. However, only one of them may count toward the major. A major in Russian is expected to elect 205 or 215 in conjunction with 200, as well as three Grade III courses beyond Russian 301 and 302.

Credit toward the major is normally given for an approved summer of study in the Soviet Union as well as for approved Junior Year Abroad programs.

Students majoring in Russian should consult the chair of the department early in their college career, as should students interested in an individual major in Russian Studies.

Attention is called to History 246 and 247, and Political Science 206, 322, and 342.

Sociology

Associate Professor: *Cuba, Imber (Chair), Silbey*

Assistant Professor: *Cushman, Hertz, Najmabadi*[9]

102 (1) (2) Sociological Perspective: An Introduction to Sociology

Introduction to the sociological perspective; its principal concepts, theories; its methodologies of examining human social behavior in relation to social institutions. The interconnection between the "micro" world of the individual and the "macro" world of social institutions. *Open to all students.*

Mr. Cushman, Ms. Najmabadi

103 (1) Social Problems: An Introduction to Sociology

An analysis of how behaviors and situations become defined as social problems, those aspects of life that are said to undermine the social order. Attention to contemporary and cross-cultural issues. Topics include: alcoholism and drug abuse; crime, poverty and over population; pollution and energy conservation. *Open to all students.*

Mr. Imber

111 (1) Sociology of the Family: An Introduction to Sociology

The course looks at the rise of the modern family from a comparative perspective. Class discussion will focus on the nature and role of the family and its function for individuals and society. Students will be introduced to controversies over the definition and the "crises" of the family, the emergence of new forms, and projections about its future. The effects of work and social class on the family will be examined; dual-career couples and working-class families will be emphasized. *Open to all students.*

Ms. Hertz

138 (2) Deviant Behavior: An Introduction to Sociology

Why are some behaviors and some people considered "deviant" while others are not? This introductory level course examines several theoretical perspectives of social deviance which offer different answers to this question. It focuses on deviance as an interactive process through an exploration of the way in which people enter deviant worlds, how others respond to their deviance, and how deviants cope with these responses. *Open to all students.*

Mrs. Silbey

200 (1) Sociological Theory

Systematic analysis of the intellectual roots and the development of major sociological themes and theoretical positions from the Enlightenment to the present. *Prerequisite: one Grade I unit.*

Mr. Imber

201 (1) Social Statistics

An introduction to the use of statistics in the social sciences. Both descriptive and inferential statistics are presented as ways of organizing data for the development and testing of hypotheses and as a guide to understanding social science research. Provides the necessary background for 302. *Open to all students.*

Mr. Cuba

207 (1) Criminology

Systematic examination of the meaning of crime and reactions to crime. Topics include: theories regarding the causes of crime, nature and origins of criminal laws, extent and distribution of criminal behavior, societal reaction to crime through the criminal justice system, penology and corrections. Attention to the relationships among crime, punishment and justice. *Prerequisite: 102 or by permission of the instructor. Not offered in 1989-90.*

Mrs. Silbey

208 (2) Social Construction of Gender

This course discusses the ways in which the social system and its constituent institutions create, maintain and reproduce gender dichotomies. Gender is examined as one form of social stratification. The processes and mechanisms that institutionalize gender differences will be considered in a variety of contexts: political, economic, religious, educational and familial. We will examine some deliberate attempts to change gender patterns. *Prerequisite: 111 or any other Grade I unit, or by permission of the instructor.*

Ms. Hertz

209 (2) Social Stratification

The concept of social stratification is the core concept of sociology. It describes the differences among individuals and among institutions. The course examines indicators of social mobility and social class as well as implications of race, sex, ethnicity for one's social standing and prestige. Dimensions of stratification will be analyzed at the community, national and international levels. *Prerequisite: one Grade I unit, or by permission of the instructor. Not offered in 1989-90.*

213 (1) Law and Society

Study of a day in court and underlying factors that lead to lawful behavior. Study of legal reasoning, types of law and legal systems, and relationship of law to social class and social change. Emphasis upon the profession and practice of law including legal education, stratification within the bar, and the politics of legal services. *Prerequisite: 102 or by permission of the instructor. Not offered in 1989-90.*

Mrs. Silbey

215 (2) Sociology of Popular Culture

Examination of the production, organization, and consequences of popular culture with special attention to art, sports, and media. Analysis of common cultural symbols in rock music, literature, film, advertising and games. *Prerequisite: one Grade I unit, or by permission of instructor.*

Mr. Cushman

216 (1) Sociology of Mass Media and Communications

Analysis of the assumption that the characteristics of a given society both affect and are affected by the communications media existing in that society. Focus on changes from oral to written communication, the development of mass media (newspapers, magazines, radio, television, films) and the structure of contemporary communications. The issues of ethics, media control and the professionalization of the field will be examined. *Prerequisite: one Grade I unit, or by permission of the instructor.*

Mr. Cushman

217 (1) Power: Personal, Social, and Institutional Dimensions

The study of power extends far beyond formal politics or the use of overt force into the operation of every institution and every life: how we are influenced in subtle ways by the people around us, who makes controlling decisions in the family, how people get ahead at work, whether democratic governments, in fact, reflect the "will of the people." This course explores some of the major theoretical issues involving power (including the nature of dominant and subordinate relationships and types of legitimate authority) and examines how power operates in a variety of social settings: relations among men and women, the family, the community, the corporation, the government, cooperatives and communes. *Open to sophomores, juniors, and seniors without prerequisite.*

Mrs. Silbey

220 (1) Urban Sociology

A survey of theoretical perspectives which social scientists have used in their analyses of city life. This course explores the metaphorical images as well as the historical realities associated with the development of urban areas and their suburban links, and reviews contemporary studies which follow from classic works on the city. Using Boston as a research setting, the class will take several trips and students will engage in independent fieldwork. *Prerequisite: 102 or by permission of the instructor. Not offered in 1989-90.*

Ms. Hertz, The Staff

224 (2) Political Sociology and Social Movements

Analysis of the social basis of power and political action in modern societies. How does one's socially structured position influence political behavior, and is political action rooted in ideological structures or material conditions? Special attention given to the relationship between the "ways of being political" and structures of power and authority. Analysis of revolutions, political movements, as well as ordinary citizen activities. *Prerequisite: one Grade I unit, or by permission of the instructor.*

Ms. Najmabadi

228 (1) Sociology of Work and Occupations

Study of representative work and occupational experiences ranging from blue-collar jobs to the professions. The nature of work in traditional and in contemporary societies. Socialization to work roles; the process of professionalization; work careers; and other topics. *Prerequisite: one Grade I unit, or by permission of the instructor.*

Ms. Hertz

229 (1) Organizations and Organizational Behavior

How do organizations operate? Why do people act the way they do inside organizational settings? Analysis of organizational structure, processes, and behavior. Topics include organizational roles, managerial ideologies, the individual in the organization, power, communication, effectiveness, decision making, conflict, recruitment, mobility, fast-tracking, risk-taking, initiative, flexibility and rigidity in organizational structure, and organizational change. *Prerequisite: one Grade I unit, or by permission of the instructor. Not offered in 1989-90.*

Mr. Cuba

233 (2) Volunteering in the Welfare State

A broad historical and social examination of volunteering in America and in other nations. The impact of volunteerism on the shape and character of social institutions, including the family, school, church, hospital, and state. Special focus on ethnic and gender variations in forms of volunteering. *Prerequisite: one Grade I unit or by permission of the instructor.*

Mr. Imber

300 (2) Senior Seminar. Sociological Theory and the Sociology of Knowledge

Topics in contemporary social theory. *Open to seniors or by permission of the instructor.*

Mr. Cushman

302 (2) Research Methods

An examination of the logic of survey analysis, from the development of hypotheses and construction of a survey instrument to the analysis and reporting of results. Emphasis is on field research experience; class participants work collectively on the design and implementation of a research project of their choice. *Prerequisite: 201 or by permission of the instructor.*

Mr. Cuba

311 (2) Seminar. Family Studies

The Family, the State and Social Policy. Analysis of problems facing the contemporary U.S. family and potential policy directions. Discussion of the social meaning of income and the quality of family life. Emphasis on welfare, family planning, children's rights, child allowance, the impact of work on the family, day care, the elderly, the working poor, and delivery of services to families with special needs. Comparisons to other contemporary societies will serve as a foil for particular analyses. *Prerequisite: 111 or one Grade II unit, or by permission of the instructor. Not offered in 1989-90.*

Ms. Hertz

314 (2) Medical Sociology and Social Epidemiology

Definition, incidence and treatment of health disorders. Topics include: differential availability of health care; social organization of health delivery systems; role behavior of patients, professional staff and others; attitudes toward terminally ill and dying; movements for alternative health care. *Prerequisite: one Grade II unit or by permission of the instructor.*

Mr. Imber

320 (1) Seminar. Utopias, Collectives, and Alternative Communities

Analysis of the social structure and processes of utopias and communities in a comparative perspective. Examination of fictional and experimental communities as an attempt to create alternative styles of living. Topics include analysis of ideational systems, the question of equality, the role and form of leadership, the organization of work, economy, gender roles and the family. *Prerequisite: one Grade II unit or by permission of the instructor. Not offered in 1989-90.*

Ms. Hertz

324 (2) Seminar. Social Change

Analysis of the impact of change on the polity, economy, family, the stratificational system and living arrangements. Comparison between western and non-western societies. Particular emphasis on the social psychological dimensions of change; the processes of rationalization, development and revolution; modernization and its discontents, and the rise of the new traditionalism. *Prerequisite: two Grade II units or by permission of the instructor.*

Staff

325 (1) Science, Technology and Society

An examination of the social conditions of scientific development and controversy, and the links among scientific work, technological development and everyday life. Topics include: the interrelation of science, government and industry; sociobiology and IQ debates; the politics of science education and the ethics of science research. *Prerequisite: 102 or by permission of the instructor. Not offered in 1989-90.*

Mr. Imber

329 (2) Internship in Organizations

An internship in organizational theory and analysis. Required internship assignment in organizations concerned with health, corrections, housing, planning, media, other public or private services, government and industry. The internship is utilized for participant observation of selected aspects of organizational behavior, structure, or process. Seminar sessions are focused on selected topics in organization research and on issues in participant observation. Limited to juniors and seniors. *Prerequisite: one Grade II unit or by permission of the instructor. 229 is recommended. Admission by application prior to Nov. 15.*

Ms. Hertz

333 (1) Advanced Topics in Sociology

Topic for 1989-90: Women, State, and Ideology in the Contemporary Muslim Middle East. An exploration of the changing status of women in the Muslim Middle East within the broader context of the political upheavals of the region in the modern period, starting with the pre-modern Ottoman and Qajar states. Comparative social and historical analysis of the changes experienced by women in different types of emerging states, including Arab nationalist movements. Turkish nationalism, the new Islamic movements which reject any association with the West, and such Westward-looking states as Pahlavi Iran, contemporary Egypt, and Bourgiba's Tunisia. *Prerequisite: permission of the instructor.*

Ms. Najmabadi

338 (1) Seminar. Topics in Deviance, Law and Social Control

Topic for 1989-90: Law and Society. Seminar consists of close, critical reading of landmark works in the sociology of law, including Marx, Weber, Holmes, and Lewellyn. Writings by the American legal realists and contemporary critical legal scholars will be studied, with examples of empirical studies of the law-in-action. Issues include the nature of the legal form, the characteristics of legal reasoning, the relationship between social categories and legal terminology as well as the role of interpretation in law. Enrollment is limited. *Admission by permission of the instructor. Preference will be given to students who have had some law-related instruction in sociology (138, 207, 213), philosophy, or political science.*

Mrs. Silbey

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p.64 Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

Attention Called

Anthropology 210 (1)

Racism and Ethnic Conflict in the United States and the Third World

Education 214 (2)

Youth, Culture, and Student Activism in Twentieth-Century America

Education 216 (2)

Education, Society, and Social Policy

Technology Studies 201 (1)

Television Technology and Social Impact. *Not offered in 1989-90.*

Women's Studies 222 (2)

Women in Contemporary Society

Directions for Election

Sociology as a discipline takes a three-pronged approach: (a) on a general level, it is concerned with patterns of human interaction and the social construction of reality; (b) on a more specific level, it studies systematically those patterned interactions which have come to assume discrete forms such as family, law, organizations; (c) on the methodological level, it explores approaches and techniques of social research and the principles on which these techniques are grounded. Sociology is concerned with making empirically valid observations and statements which promote understanding of the totality of social life.

A sociology major must include: Sociology 200, 201, 300, and 302. Permission to take these courses elsewhere must be obtained in advance from the department chair. The department discourages a minimum major with only two Grade III level courses. Students are encouraged to explore the full range of disciplines in the liberal arts, and should consult a faculty member to select courses each term and to plan a course of study over several years.

A minor in sociology (6 units) consists of: (A) any Grade I unit, 200 and (B) 4 additional courses, 2 of which must be on the 300 level. The plan for this option should be carefully prepared; a student wishing to add the sociology minor to the major in another field should consult a faculty advisor in sociology.

Spanish

Professor: *Gascón-Vera, Roses*

Visiting Professor: *Emilfork, Bell-Villada*[P]

Associate Professor: *Agosín*

Assistant *Professor: Bou*[A], *Vega, Hall*[P]

Lecturer: *Renjilian-Burgy (Chair), Heptner*[P], *Rubio*[P]

All courses are normally conducted in Spanish; oral expression is stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Qualified sophomores and juniors are encouraged to spend a semester or a year in a Spanish speaking country, either with Wellesley's PRESHCO Consortium Program of Hispanic Studies in Córdoba, Spain, or another approved program. See p. 62.

100 (1-2) Elementary Spanish 2

Introduction to spoken and written Spanish; stress on interactive approach. Extensive and varied drills. Oral presentations. Cultural readings and recordings. Language laboratory exercises. Three periods. No credit will be given for this course unless both semesters are completed satisfactorily. *Open to students who do not present Spanish for admission.*

The Staff

102 (1-2) Intermediate Spanish 2

Intensive review of all language skills. Emphasis on oral and written expression. Readings by contemporary Spanish and Spanish American writers. Language laboratory exercises. Three periods. No credit will be given for this course unless both semesters are completed satisfactorily. *Prerequisite: two admission units in Spanish or 100.*

The Staff

201 (1) Oral and Written Communication

Practice in conversation and writing. Through frequent oral presentations, written assignments, readings on Hispanic cultures, and the study of audio- and videotapes, students develop the ability to use idiomatic Spanish comfortably in various situations. Two periods per week. *Prerequisite: 102, or four admission units or by permission of the instructor.*

Ms. Renjilian-Burgy, Ms. Agosín, Ms. Roses

202 (2) Linguistic and Literary Skills

A course to serve as a transition between language study and literary analysis; speaking and writing organized around interpretations of different genres by modern Hispanic authors; creative writing; oral presentations on current events relating to Spain and Latin America; a review, at the advanced level, of selected problems in Spanish structure. Two periods. *Open to students presenting three admission units, 102 or 201.*

Ms. Renjilian-Burgy

203 (1) Modern Spanish Literature

The search for identity in Spain 1898-1936. Dominant themes and innovations in such authors as Unamuno, Valle Inclán, Baroja, A. Machado, Azorín and Ortega y Gasset. Offered in alternation with 204. *Prerequisite: 201 or 202 or by permission of the instructor.*

Ms. Gascón-Vera

204 (2) Censorship and Creativity in Spain 1936-1987

From 1936 to the present day. The struggle for self-expression in Franco's Spain and the transition from dictatorship to democracy. A study of the literary styles and accomplishments of contemporary authors: Miguel Hernández, Cela, Goytisolo, Gabriel Celaya, Martín Santos, and Blas de Otero. Offered in alternation with 203. *Prerequisite: same as for 203. Not offered in 1989-90.*

Ms. Gascón-Vera

205 (2) Freedom and Repression in Spanish American Literature

An introduction to the literature of the Spanish American countries with special focus on the tension between literary expression and the limiting forces of authoritarianism. The constant struggle between the writer and society and the outcome of that struggle will be examined and discussed. Close reading of poetry, chronicles, essay and drama. El Inca Garcilaso, Sor Juana de la Cruz, Rubén Darío, Gabriela Mistral, Pablo Neruda, Octavio Paz. *Prerequisite: same as for 203. Not Offered in 1989-90.*

Ms. Roses

206 (1) Christians, Jews, and Moors: The Spirit of Spain in its Literature

Intensive study of writers and masterpieces that establish Spanish identity and create the traditions that Spain has given to the world: *Poema del Cid*, Shlomo ibn Gabirol, Maimónides, Ben Sahl de Sevilla, *La Celestina*, *Lazarillo de Tormes*, *El burlador de Sevilla (Don Juan)*, Garcilaso, Fray Luis de León, Cervantes, Lope de Vega, Calderón. *Prerequisite: same as for 203.*

Mr. Vega

208 (2) Nineteenth-Century Spanish Society as Seen by the Novelist

The masters of nineteenth-century peninsular prose studied through such classic novels as *Pepita Jiménez* by Juan Valera, *Miau* by Pérez Galdós, *Los pazos de Ulloa* by the Countess Pardo Bazán and *La Barraca* by Blasco Ibáñez. Discussions. Student interpretation. Prerequisite: same as for 203. *Not offered in 1989-90.*

Mr. Bou

209 (1) The Spanish American Short Narrative

The realistic and fantastic short stories of contemporary Spanish America. In-depth analysis of the masters Quiroga, Borges, Cortázar, Rulfo, and García Márquez. *Prerequisite: same as for 203. Not offered in 1989-90.*

Ms. Roses

210 (2) Chicano Literature: From the Chronicles to the Present

A survey of the major works of Chicano literature in the United States in the context of the Hispanic and American literary traditions. A study of the chronicles from Cabeza de Vaca to Padre Junípero Serra and nineteenth-century musical forms such as corridos. A critical analysis of the themes and styles of the contemporary renaissance in the light of each author's literary values: Luis Valdéz, Alberto Urista, José Montoya, Rodolfo Anaya. *Prerequisite: same as for 203. Not offered in 1989-90.*

Mr. Vega

211 (2) Caribbean Literature and Culture

An introduction to the major literary, historical and artistic traditions of the Caribbean. Attention will focus on the Spanish-speaking island countries: Cuba, Dominican Republic, Puerto Rico. Authors will include Juan Bosch, Lydia Cabrera, Cabrera Infante, Julia de Burgos, Alejo Carpentier, Nicolás Guillén, René Marqués, Luis Palés Matos, Pedro Juan Soto. *Prerequisite: same as for 203. Not offered in 1989-90.*

Ms. Renjilian-Burgy

212 (2) The Word and the Song: Contemporary Latin American Poetry

The study of the themes and voices of Latin American poetry as they appear in the written work and the oral tradition of the folk song. Special emphasis will be on Neruda, Vallejo, Paz, Peri-Rossi, Belli, Dalton. *Prerequisite: same as for 203. Not offered in 1989-90.*

Ms. Agosin

215 (2) Spanish Practicum

Students are placed with various Hispanic organizations in the Boston area to increase their fluency in Spanish through personal and continued contact with the language. Classroom seminars, Hispanic guest lecturers, and films in Spanish complement the students' internship experiences. Readings by Oscar Lewis, Babín, Maldonado Denis, and others. *Prerequisite: personal interview with the instructor to establish adequate language skill. Same as for 203.*

Ms. Roses.

228 (1) Latin American Literature: Fantasy and Revolution

The interrelation between aesthetic and sociopolitical problems in the works of contemporary Latin American writers, as seen by García Márquez, Cortázar, Paz, Isabel Allende, Fuentes, and Neruda. Special attention will be given to the imaginative vision of Jorge Luis Borges. In English. *Open to all students.*

Ms. Roses

240 (2) Living Women Writers of Spain, 1970-1985

A selection of readings—novels, poetry, essays, theatre—by Spanish women writers of the 1970s and 1980s. Carmen Martín Gaite, Rosa Montero, Ester Tusquets, Mercé Rodoreda, Carmen Conde. A close study of the development of their feminist consciousness and their response to the changing world around them. *Prerequisite: same as for 203. Not offered in 1989-90.*

Ms. Gascón-Vera

253 (1) The Writer and Human Rights in Latin America

The role of the Latin American writer as witness and voice for the persecuted. Through key works of poetry and prose from the sixties to the present, how literary creation treats themes such as: censorship and self-censorship; the writer as journalist; disappearances; exile; victim and torturer; women and human rights; and testimonial narratives. The works of Benedetti, Timmerman, Aguilar, and others will be studied. *Prerequisite: same as for 203.*

Ms. Agosin

260 (2) History of Latin America

The political, social, economic, and cultural evolution of the Latin American world from colonial days to the present. Emphasis on colonial institutions and their relations to historical developments in the Iberian peninsula and on the fundamental problems, especially in certain key countries, of modern and contemporary Latin America. In English. *Not offered in 1989-90.*

Ms. Roses

261 (1) History of Spain

From the epic struggle between Moors and Christians for the control of the Iberian Peninsula, through the centuries of imperial Spain, to modern Spain with its split between liberals and conservatives, a split which explodes into the apocalyptic Civil War of 1936-39, the history of Spain is explored through readings, lectures, and discussions. The course ends with the study of the Franco dictatorship (1939-75) and post-Franco Spain. In English. *Prerequisite: same as for 260. Not offered in 1989-90.*

Mr. Bou

300 (1) Advanced Oral Communication in Spanish

Techniques and activities designed to develop fluency and pronunciation in the Spanish language. Included will be an introduction to phonetics. Students will also acquire idiomatic vocabulary through study of Spanish periodicals, audio and video tapes of Spain and Latin America. *Open to seniors. Not offered in 1989-90.*

Ms. Roses

301 (1) Honor, Monarchy and Religion in the Golden Age Drama

The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of love, honor, and religion as revealed in the drama. Representative masterpieces of Lope de Vega, Guillén de Castro and Ruiz de Alarcón, Tirso de Molina, Calderón. *Offered in alternation with 302. Open to juniors and seniors who have taken two Grade II units including one unit in literature.*

Ms. Gascón-Vera.

302 (2) Cervantes

A close reading of the Quixote with particular emphasis on Cervantes' invention of the novel form: creation of character, comic genius, hero versus anti-hero, levels of reality and fantasy, history versus fiction. *Prerequisite: same as for 301. Not offered in 1989-90.*

Ms. Gascón-Vera

304 (2) Hispanic Literature of the United States

A study of U.S. Hispanic writers of the Southwest and East Coast from the Spanish colonial period to the present. Political, social, racial and intellectual contexts of their times and shared inheritance will be explored. Consideration of the literary origins and methods of their craft. Authors may include: Cabeza de Vaca, Gaspar de Villagrá, José Villarreal, Lorna Dee Cervantes, José Martí, Uva Clavijo, Ana Velilla, Pedro Juan Soto, Miguel Algarín, Edward Rivera. *Prerequisite: same as for 301.*

Ms. Renjilian-Burgy.

307 (2) The New Novel of Latin America

Analysis and discussion of major Latin American novels from the 1960s and 1970s. Special topics will be social conflict in the novel, aestheticism vs. engagement, literature as a critique of values and a search for identity. Works by Onetti, Cortázar, Fuentes, Rulfo, Carpentier, Donoso, García Márquez. *Prerequisite: same as for 301. Not offered in 1989-90.*

Ms. Roses

311 (1) Seminar. The Literary World of Gabriel García Márquez and the Post-Boom

An in-depth study of the literary career of Gabriel García Márquez, from his beginnings as a newspaper reporter in his native Colombia to his emergence as a major novelist and short story writer. Emphasis on his achievements as a Latin American writer and a universal and cosmopolitan figure. Works to be read include: *El coronel no tiene quién le escriba, La mala hora, La hojarasca, Cien años de soledad, El otoño del patriarca* and *Crónica de una muerte anunciada. Prerequisite: same as for 301. Open to seniors. Not offered in 1989-90.*

Ms. Roses

313 (2) Seminar. Avantgarde Poetry of Spain

A study of the major poets of the generation of 1927. In-depth study of poets García Lorca, Guillén, Salinas, Aleixandre, and Alberti. *Prerequisite: same as for 312. Not offered in 1989-90.*

314 (2) Seminar. Luis Buñuel and the Search for Freedom and Morality

Students will read the scripts and view the films most representative of alternative possibilities of freedom expressed by Luis Buñuel. The course will focus on the moral issues posed in his films and will start with a revision of the historical motivations of the Buñuel perspective: Marxism, Freudianism and Surrealism as depicted in selected films of Buñuel, from his first *An Andalusian Dog* (1928) to his last *That Obscure Object of Desire* (1977). *Prerequisite: same as for 312.*

Ms. Gascón-Vera

315 (1) Seminar. Love and Desire in Spain's Early Literature

Medieval Spain, at a nexus between the Christian, Jewish and Islamic cultures, witnessed a flowering of literature dealing with the nature and depiction of love. This course will examine works from all three traditions, stressing the uses of symbolic language and metaphor in the linguistic representation of physical desire. Texts will include Ibn Hazm, *The Dove's Neck-Ring*; the poetry of Yehuda Ha-Levi and Ben Sahl of Seville; the Mozarabic "kharjas"; the Galician "cantigas d'amigo"; the Catalan lyrics of Ausias March; Diego de San Pedro, *Carcel de Amor*; and Fernando de Rojas, *La Celestina. Not offered in 1989-90.*

Mr. Vega

316 (2) Seminar. Voices of Dissent: the Struggle for Democracy through Literature

Examination of dissent and opposition against moral and religious oppression and political tyranny during the last two centuries in Spain and the significant role of literature in the struggle for a freer society. Analysis of the emergence of mass media as a vehicle for expression, as well as its impact in the transmission of texts from a perspective of cultural studies. Readings from literary works such as Larra's 'artículos', Pérez de Ayala's *AMDG*, Gómez de la Serna's *Greguerías*, Max Aub's *El laberinto mágico*, Luis Martín Santos' *Tiempo de silencio* and Juan Marsé's *Si te dicen que caí. Not offered in 1989-90.*

Mr. Bou

317 (1) Seminar. The New World in Its Literature: Conquest and Counter-Conquest

Exploration of five major figures of Spanish America: Columbus, Las Casas, Sahagún, El Inca Garcilaso de la Vega, and Sor Juana Inés de la Cruz. Readings from some of their most significant texts and related

modern texts. Topics include the emergence of Latin America, politics and "barbarism," the first fight for human rights, Aztec and Inca thought, and the defense of women's right to knowledge.

Mr. Emilfork

350 (1) (2) Research or Individual Study 1 or 2

Open by permission of the instructor to seniors who have taken two Grade III units in the department.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64 Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Experimental 224 (2)

The Cultural Tradition and Identity of Twentieth-Century Hispanic Women

Directions for Election

Courses 100 and 102 are counted toward the degree but not toward the major.

Students who begin with 100 in college and who wish to major should consult the chair in the second semester of their first year.

Students may choose to major either in Peninsular or Latin American literature or a combination of the two. A minimum of 8 units must be presented for the Peninsular major and should ordinarily include: 201; 202; 203 or 204; 206 or 208; 301 or 302; Senior Seminar; either 205 or 307 and at least one additional unit of Grade III literature in Spanish. A minimum of 8 units must be presented for the Latin American major and should ordinarily include: 201; 202; 205; 209; 210 or 211 or 253; 307; 301 or 302; Senior Seminar; and at least one additional unit of Grade III literature in Spanish. Spanish 260 and Experimental 224 are recommended for the Latin American major; Spanish 261 is recommended for the Peninsular major.

Individually planned majors in Latin American studies, which combine language and literature courses with a program of anthropology, political science, and economics courses, are encouraged.

To be eligible for study in Córdoba for one or two semesters, in Wellesley's "Programa de Estudios Hispánicos en Córdoba" (PRESHCO) a student must be enrolled in a 200 or higher level language or literature course the previous semester.

Technology Studies Program

Director: *Silbey*

Technology Studies is an experimental program of the Committee on Educational Research and Development.

The Technology Studies Program offers students whose primary interests lie in the humanities and social sciences opportunities to develop the skills necessary to understand and evaluate technological innovations. The program contains courses with such diverse topics as design and distribution of technological artifacts, photographic processes and electronic imaging, artificial intelligence, computer modeling of music, demography and social planning, biotechnology, light and lasers, medical ethics, the history of technology, technology in the third world, energy policy and nuclear power. Students can elect individual courses in the program or a set of related courses in consultation with an advisor in Technology Studies in addition to their major in an existing department or interdepartmental program.

100 (2) Medical Technology and Critical Decisions

Examination of new options in medical diagnosis, treatment and prevention, and of systematic methods for making decisions that can lead to informed choices by patients, doctors, and society. Study of amniocentesis and other medical decision problems, and their economic and ethical aspects. Hands-on experience with scientific and engineering devices and computer modelling of decision-making processes. Development of the necessary scientific background and mathematical skills. This course carries one unit of nonlaboratory Group C distribution credit.

Mr. Ducas, Mr. Shuchat

140 (2) Television Technology and Projects Workshop

The general availability of sophisticated video equipment is expanding the uses of television beyond the broadcast arena. Scientific research, legal cases, sports medicine and advances in teaching and training are only a few of the current applications. Video technology is also merging with computers in such applications as computer-controlled videodisc players, CD-ROM's and image digitization. This course will provide students the opportunity to learn about video technology and acquire sufficient competence to develop projects related to their particular interests. The scientific and engineering aspects of video technology will be studied first as a background for hands-on experience with video production and post-production work. Students will design, produce and present their own projects during the term. *Enrollment is limited. Not offered in 1989-90.*

Mr. Ducas

200 (1) Introduction to Electronics and the Electronic Revolution

The fundamentals of electronics and the role of electronics in the modern technological world. Topics to be discussed will include simple circuits, components, transistors, integrated circuits, calculators and computers. Each student will build a simple device which incorporates some of the principles dealt with in class. No mathematics beyond algebra will be required. *Not offered in 1989-90.*

Mr. Birney

201 (1) Television Technology and Social Impact

The course considers how economic, political and technological factors influence television programming and how television content affects the mass audience. We will observe television content through systematic observation and will learn how the television image is produced and manipulated. Students will gain experience producing or editing video material. A major project of the course is the design, conduct and analysis of an experiment in television effects. Previous coursework in social science research methods, statistics, or computer science is highly recommended. *Prerequisite: Technology Studies 100 or two units in sociology, psychology, political science, economics, computer science, physics, or biological sciences. Not offered in 1989-90.*

Mrs. Just

202 (2) Structure in Music: Experiments in Computer Modeling

An investigation of basic musical skills and theoretical concepts using microcomputers, a simple digital sound synthesizer and the Logo programming language. Projects will involve the design and testing of algorithmic procedures for generating simple musical structures, as well as an examination of more conventional means of notating and performing music. Since the musical synthesis system to be used allows for real time signal processing, class participants may immediately compare their theoretical descriptions of musical events with the actual sequence of sounds produced by these descriptions. The relationship between standard musical notation and the language of Logo music computer procedures will be considered in detail. No prior knowledge of music theory or computer programming is

expected. Technology Studies 202 does not count toward either the Music or the Computer Science Major. *Not offered in 1989-90.*

Mr. Brody

203 (2) Computer Music: Synthesis Techniques and Compositional Practice

An overview of the fundamental concepts and techniques of digital signal processing and their application to music composition and modelling. Topics include: the technology of the musical instrument digital interface; signal-generating methods such as frequency modulation, linear synthesis, and phase distortion; the implications of such technology for music composition; and computational models of musical structure. Students will work extensively in the Sound and Imaging Laboratory and will be expected to produce brief compositional exercises as well as rudimentary sound synthesis programs. (2 meetings and 1 lab per week.) *Prerequisite: Music 115 or permission of the instructor. Limited to 15 students.*

Mr. Brody

208 (2) Technological Applications of Light

The nature of light, the interaction of light with matter and the fundamentals of lasers. Applications of light in such fields as medicine, food processing, communications, defense, isotope separation, information science and solar energy storage and conversion. Emphasis will be placed on how the fundamental properties of light and light-matter interactions may be exploited for new technologies. This course fulfills Group C distribution, but does not meet laboratory science requirement. *Not offered in 1989-90.*

Mr. Coleman

209 (1) Women and Technology

An examination of the impact of the new technologies of the nineteenth and twentieth centuries on women, with a particular focus on household technology and office automation. *Not offered in 1989-90.*

Ms. Chaplin

217 (2) Photographic Processes: Camera Lucida to Computer Graphics

Through a series of lectures, readings and laboratory experiences, this course will engage students both conceptually and experientially in the basic premises of photographic technology. The course will link, through student involvement, the following concerns: the cause and effect relationship between specific properties of light and light-sensitive materials which are used in photographic technology; the functional and distinctive properties of various camera, optical and light-sensitive systems from the camera lucida and computer graphics; the evolutionary nature of the processes as reflected in the history of research and development of the technology; the range of technical, social and cultural applications that have been made with each process; the implications of the need for a "photographic process consciousness" on the part of individuals in today's society, given the pervasive use of 35 mm still cameras, video and computer graphics systems use for both personal and professional communication. We will also consider the history and development of these photographic processes, as well as their social and cultural implications. *Not offered in 1989-90.*

Mr. Swift

218 (2) Image/Text Media Systems

This course will combine studio and discussion sections to investigate communication systems which have significantly changed our visual and cultural environment. The media we will explore — photography and photograph captions, newspaper and magazine layout, billboards and posters, television, video, film, and computer networks — all rely on the interaction of text (written or spoken) and image to convey information. The studio component will introduce students to the application of the media systems, while the discussion groups will examine the theories underlying them. Students will pursue both written and studio work throughout the semester. *Enrollment limited. Open by permission of the instructors.*

Mr. Swift, Ms. Berman

335 (2) Seminar. Designing Policy and Technology for the Disabled

The seminar will explore the parallel processes of policy-making and technology designed to meet the needs of disabled persons. We will consider how historical events such as the Civil Rights movement and the War in Vietnam contributed to the development of public policy for the disabled, how the needs of disabled people are defined by the policy and by the scientific communities, and how institutions of higher education attempt to serve disabled students under the constraints of the law and their financial and physical resources. The seminar will explore problems of policy and technology with policy-makers, engineers, and people with disabilities. Case studies of policies or devices that have failed on one or more dimensions (e.g. institutional or consumer cost, psychological acceptance, politics) will be contrasted with successful solutions. Seminar participants will design model policies or simple devices

aimed at improving the campus environment for members of the college community who are temporarily or permanently disabled. Open to juniors and seniors by permission of instructor. *Prerequisite: two units in technology studies, medical ethics, medical sociology, public policy, education, biological science, physics, linguistics, or cognitive psychology. Not offered in 1989-90.*

Mrs. Just

Cross-Listed Courses

For Credit

Anthropology 275 (1)

Technology and Society in the Third World. *Not offered in 1989-90.*

Biological Sciences 107

Biotechnology. *Not offered in 1989-90.*

Economics 228 (2)

Environmental and Resource Economics

History 223

From Closed World to Infinite Universe. *Not offered in 1989-90.*

Math 250

Topics in Applied Mathematics. *Not offered in 1989-90.*

Philosophy 249 (1)

Medical Ethics

Physics 222 (1)

Medical Physics

Political Science 327 (2)

International Organization

Political Science 332

Seminar. The Politics of World Energy. *Not offered in 1989-90.*

Sociology 325

Science, Technology and Society. *Not offered in 1989-90.*

Theatre Studies

INDIVIDUAL MAJOR:

Theatre Studies

Professor: *Barstow (Chair)*

Lecturer: *Glick*[P]

Production Manager: *Handelman*

203 (1) Plays, Production, and Performance

The produced play considered as originally the creation of the dramatist but brought to completion in performance through the creative collaboration of producers, directors, designers, and actors. A brief historical survey precedes exploration of component elements of the staged production. *Open to all students.*

Mr. Barstow

205 (2) Acting and Scene Study

Study of the performed scene as the basic building-block of playwright, director, and actor. Scenes from significant historical genre plays, classic to contemporary, regularly rehearsed and performed for class criticism. *Prerequisite: 203 or by permission of the instructor.*

Mr. Barstow

206 (2) Design for the Theatre

Study of the designer's function in the production process through development of scale models of theatrical environments for specific plays. The lighting of performance as a major component of theatrical production will be included. *Prerequisite: same as for 205. Majors are encouraged to take Art 100 and one or more of the following before taking 206: Art 105, 108, 209, 210. Not offered in 1989-90.*

207 (2) East Asian Theatre

Study of the forms, styles and practices characteristic of indigenous theatre in Bali, Thailand, China, Japan, etc. Emphasis on Beijing opera, Noh, Bunraku and Kabuki through films, slides and photo collections along with analysis of dramatic texts. *Prerequisite: same as for 205.*

Mr. Barstow

208 (1) Contemporary Theatre

Late twentieth-century dramatists and production styles; plays, producers, designers, and performers significant in the development of contemporary theatre, with particular reference to the evolution of a

re-emphasized "theatricalism." *Prerequisite: 203 or by permission of the instructor. Open to juniors and seniors without prerequisite. Not offered in 1989-90.*

Mr. Barstow

210 (1)(2) History of the Theatre 2

Study of theatre structures, crafts, and practices with emphasis on acting and production styles as these relate to major developments in dramatic literature. Whenever possible videotapes of performance are a primary object of study. One unit of credit may be given for either semester by permission of the instructor. *Prerequisite: same as for 205. Not offered in 1989-90.*

Mr. Barstow

212 (1) Representations of Women on the Stage

Study of specific examples of the representation of women on the dramatic stage during various eras in a variety of cultures, focusing on what a public and popular art says and implies about women: their "nature," their roles, their place in the society reflected, their options for individuality and for activity affecting others, etc. Consideration of the male dominance in both playwrighting and performance in historic cultures. *Prerequisite: 203 or by permission of the instructor. Open to majors in Women's Studies without prerequisite.*

Mr. Barstow

235 (2) Looking at Ballet

A history of ballet from the Romantic ballet of the 1830s to the present. Analysis of ballets by such choreographers as Petipa, Balanchine, and Ashton. There will be filmed and taped materials each week, along with lecture and discussion. When possible, lectures will be supplemented by field trips to dance performances in the Boston area. *Open to all students.*

Ms. Glick

236 (2) Looking at Modern Dance

An analysis of modern dance focusing on what makes it "modern" and how it differs from ballet. Modern dance choreographers from Isadora Duncan and Ruth St. Denis to Martha Graham, Doris Humphrey, Paul Taylor, Merce Cunningham, and Twyla Tharp will be discussed. Frequent films and videotapes of modern dance will be supplemented when possible by field trips to dance performances in the Boston area. *Open to all students. Not offered in 1989-90. Offered in 1990-91. Ms. Glick*

315 (1) Acting Shakespeare

Study and practice of skills and techniques for the gestural performance of complex and sonorous poetic speech in the on stage realization of theatrical characters, and their interactions, from Shakespeare's texts, "scenes invented merely to be spoken." Speeches and scenes performed for class criticism. *Prerequisite: 203, 205 and English 112, or 223 or 224; or by permission of the instructor.*

Mr. Barstow

350 (1)(2) Research or Individual Study 1 or 2

Open by permission to qualified students.

Cross-Listed Courses

For Credit

Black Studies 266

Black Drama. *Not offered in 1989-90.*

Directions for Election

A student who wishes to pursue an interest in theatre should consult the chair of theatre studies about course selection which will emphasize dramatic literature in English and foreign languages together with the history and philosophy of art and music.

Theatre Studies

AN INDIVIDUAL MAJOR

Director: *Barstow*

This major may be designed according to the provision of the Individual Major option. See p. 54. The major in Theatre Studies offers opportunity for study of the theatre through its history, literature, criticism, and related arts and through the disciplines of its practitioners; playwrights, producers, directors, designers, and performers.

The student's program in the major may be adapted to individual interests. Focus may be on the theatre and a national dramatic literature, on the theatre and related arts, or, within the general demands of the curriculum, a variety of emphases may be evolved, including work in such areas as philosophy, history, psychology, sociology, religion, and women's studies.

Theatre Studies 203 and both semesters of Theatre Studies 210 are required for the major. At least four units above Grade I should normally be elected in a literature department (Chinese, English, French, German, Greek and Latin, Italian, Russian, or Spanish),

with emphasis on dramatic literature. At least two units above Grade I should normally be elected in art or music. Two of the six units thus specified (or their equivalents) must be Grade III.

Students electing to design a major in Theatre Studies often will take at least one resident semester of concentrated work in the discipline either with the National Theater Institute at the Eugene O'Neill Theater Center in Waterford, Connecticut, or at another institution in the Twelve College Exchange Program, to supplement and enrich their work at Wellesley.

Since developments in the theatre arts are the results of stage experiments, and because the theatre performance is an expression of theatre scholarship, it is expected that Theatre Studies majors will elect to complement formal study of theatre history and theory with practical experience in the extracurricular production program of the Wellesley College Theatre and related on-campus producing organizations.

In addition to the offerings of the Theatre Studies Department, the following courses are specifically relevant to the individual major in Theatre Studies:

Black Studies 266 (2) (A)
Black Drama. *Not offered in 1989-90.*

Chinese 241 (2)
Chinese Poetry and Drama in Translation. *Not offered in 1989-90.*

Chinese 316 (2)
Seminar. Chinese Theatre in the Twentieth Century. *Not offered in 1989-90.*

Classical Civilization 310 (2) (A)
Greek Drama in Translation

English 112 (1)
Introduction to Shakespeare

English 127 (2)
Modern Drama. *Not offered in 1989-90.*

English 223 (1)
Shakespeare Part I: The Elizabethan Period

English 224 (2)
Shakespeare Part II: The Jacobean Period

English 283 (1)
English Drama I. *Not offered in 1989-90.*

English 284 (2)
English Drama II. *Not offered in 1989-90.*

English 325 (1)
Advanced Studies in the Renaissance. Topic for 1989-90: Jacobean Drama

Extradepartmental 231 (2)
Classic American Sound Film

French 213 (1)
French Drama in the Twentieth Century

French 240 (1)
French Cinema

French 301 (1)
The French Classical Theatre

French 321 (2)
Seminar. Topic b: Women and the Stage: Female and Male Representation of Women in XIXth- and XXth-Century French Drama

German 210 (2)
The German Comedy from 1800 to the Present. *Not offered in 1989-90.*

German 239 (2)
The German Cinema. *Not offered in 1989-90.*

Greek 345 (1)
Greek Drama

History 236
The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries. *Not offered in 1989-90.*

Italian 244 (2)
Italian Cinema as an Art Form (in English). *Not offered in 1989-90.*

Japanese 251 (2)
Japan Through Literature and Film

Latin 201 (2)
Latin Comedy

Music 200 (1-2)
Design in Music 2

Philosophy 203 (1)
Philosophy of Art

Russian 225 (1)
Soviet Film 1917-1980 (in English)

Spanish 301 (1)
Honor, Monarchy and Religion in the Golden Age Drama

Technology Studies 140 (2)
Television Technology and Projects Workshop. *Not offered in 1989-90.*

Technology Studies 201 (1)
Television Technology and Social Impact. *Not offered in 1989-90.*

The following courses are specifically relevant to the individual design major in Theatre Studies. It is recommended that design majors take at least Art 100 from this list before taking 206: Design for the Theatre.

Art 100 (1-2)
Introductory Course

Art 105 (1) (2)
Drawing I

Art 108 (1) (2)
Photography I

Art 209 (1) (2)
Basic Two-dimensional Design

Art 210 (1)
Color

Women's Studies

AN INTERDEPARTMENTAL MAJOR

Associate Professor: *Reverby (Director)*

Assistant Professor: *Schirmer, Chan*[p]

A major in Women's Studies offers an opportunity for the interdisciplinary study of women's experience as it is reflected in the humanities, the sciences, and the social sciences. Women's Studies majors seek an understanding of the new intellectual frameworks that are reshaping thought about women and men. They also pursue knowledge of the female experience in diverse cultures, and across time.

A major in Women's Studies has a number of core requirements. Students must take Women's Studies 120 (Introduction to Women's Studies), and Women's Studies 222 (Women in Contemporary Society). They must also elect a course on women in a culture not their own. (A list of courses that fulfill this requirement may be obtained from the Women's Studies Program.) In addition, students will choose one course above the Grade I level in literature. And finally, majors elect a "concentration" of four courses above Grade I in a single area, including at least two units at Grade III that are approved by the Women's Studies Director. Concentrations may be in one department or may be constructed across departments. In either case, the major must demonstrate intellectual coherence. It is strongly recommended that majors elect basic method and theory courses in their field of concentration. Majors design their own programs in consultation with the Director of Women's Studies.

The following courses are listed as Women's Studies courses and may be used to satisfy either the Group B^1 or Group B^2 distribution requirement. Other courses are available each semester through cross registration with MIT.

120 (1) (2) Introduction to Women's Studies

Introduction to the new field of Women's Studies and its impact on the various disciplines. Consideration of the multiple ways in which the gender experience has been understood and is currently being studied. Beginning with a focus on how inequalities between men and women have been explained and critiqued, the course examines the impact of social structure and culture on gender and how this is expressed in anthropological, historical, and literary writings. Emphasis is placed on an understanding of the "common differences" which both unite and divide women.

Ms. Reverby, Ms. Schirmer

220 (1) Women, Peace and Protest: Cross-Cultural Visions of Women's Actions

Examination of women's participation in the movements of nuclear disarmament, human rights and social and economic justice. Examination of the nature and history of these movements as well as their organization and ideological structure. Focus on understanding if, why, and under what circumstances gender becomes a central force in the development of these movements. Questions addressed will include 1) why and in what ways have women been central to the European peace movement, 2) how has the involvement of women helped to define the human rights movement in Latin America, 3) whether women's involvement in protest for social and economic justice has changed traditional political institutions, such as unions and political parties, and 4) the extent to which feminist theory and theories of the state have accounted for the nature of women's protest. *Prerequisite: permission of the instructor.*

Ms. Schirmer

222 (2) Women in Contemporary Society: Different Ways of Knowing

An introductory examination of how changes in social structure, ideology, culture and politics have affected women in the Third World and in the U.S. since World War II. "Separated" and "connected" ways of knowing, as well as feminism as a positive form of critical thinking, are discussed. Issues, such as cross-cultural meanings of motherhood, economic and reproductive oppression, and the possibility for many feminisms in the Third World, are examined. Then the focus shifts to women's lives in the U.S., the "happy days" of the 1950's, the impact of the Women's Movement of the 1960's, 70's and 80's, with an emphasis upon work, welfare, and feminist ways of knowing.

Ms. Schirmer

250 (2) Asian Women in America

Examination of the history of Asian women in America, with particular attention to the changes in conditions of migration, refugee and legal status, work opportunities, and family structure. The stereotypes that have affected Asian American women and their psychological consequences will be explored. Introduction to the Asian American woman's literary and artistic tradition, the various forms of feminism within the Asian American community, and the contemporary social and political issues for Asian American women. *Open to all students.*

Ms. Chan

310 (1) Seminar. Women, Social Policy and the State

Theoretical overview of theories of the welfare state and of perspectives on women and social policy. Examination of the nature of social policy and its historical and socio-political basis in Sweden, Denmark, Norway, Finland, England and West Germany which have come to be known for their comprehensive social policy measures and for their relative gender equality. Study of the extent to which women's movements in each of these countries have influenced the social and political agenda. Student research projects on social policy and women's movements in a country other than one in Scandinavia. *Prerequisite: permission of instructor. Not offered in 1989-90.*

Ms. Schirmer

316 (2) Seminar. History and Politics of Sexuality in the United States

In recent years there has been an increasing debate over whether human sexuality is an autonomous force or a phenomenon determined by history, politics, and culture. Many historians suggest the "discourse" on female sexuality, in particular, has been conditioned by cultural norms about femininity and women's place in society, the shifting boundaries between "normality" and "deviance," the feminist political stance on sexual autonomy, the medicalization of sexuality, and intervention of the state. This seminar will explore these issues by examining the history of sexuality in the American context. *Open to juniors and seniors by permission of the instructor. 120, 222, or 320 and History 257 or Black Studies 230 is recommended.*

Ms. Reverby

320 Women and Health

Examination of various elements in the relationship between women and the health care system as it has evolved over the last 150 years, primarily in the United States. Nineteenth-century female invalidism, sexuality, birth control, abortion, childbirth practices, and self-help will be considered. Exploration of the various healing roles women have taken on: midwives, nurses, physicians, religious healers, and allied health workers. The specific ideological and structural difficulties faced by each group, and how they shifted over time, will be assessed. Examination of contemporary women and health care issues, analyzing both continuities and changes since the 19th century. *Open to juniors and seniors by permission of the instructor. Not offered in 1989-90.*

Ms. Reverby

330 (2) Seminar. Twentieth-Century Feminist Movements in the First and Third World

Examination of the different political theories that explain the emergence of feminist political movements in the 20th century. Cross-cultural exploration of particular histories of different feminist movements. Emphasis will be placed on the theories of feminism in different movements and the actual political practice of these movements. Students will be expected to lead class presentations and to complete a major research paper. *Open by permission of the instructor.*

Ms. *Schirmer*

360 (1) (2) Senior Thesis Research

By permission of the department. See p. 64, Departmental Honors. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to sister students and faculty.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Anthropology 269 (2)

The Anthropology of Gender Roles, Marriage and the Family

Art 233 (1)

Domestic Architecture and Daily Life. *Not offered in 1989-90.*

Art 309 (1)

Seminar. Problems in Architectural History. Topic for 1989-90: Women Architects and Clients.

Art 331 (2)

Seminar. The Art of Northern Europe. Topic for 1989-90: Gender and Power.

Black Studies 212 (2) (A)

Black Women Writers

Black Studies 217 (1)

The Black Family

Black Studies 222 (1) (B^1)

Images of Blacks and Women in American Cinema. *Not offered in 1989-90.*

Black Studies 225 (1) (B^2)

Introduction to Black Psychology

Black Studies 230 (2) (B^2)

The Black Woman in America

Black Studies 318 (2)

Seminar. Women and the African Quest for Modernization and Liberation

Black Studies 335 (2)

Women Writers of the English-Speaking Caribbean. *Not offered in 1989-90.*

Black Studies 344 (1) (B^2)

Seminar. Interdisciplinary Perspectives in Black Family Studies. *Not offered in 1989-90.*

Black Studies 345 (2) (B^2)

Seminar. Women and International Development. *Not offered in 1989-90.*

Chinese 330

Literary Images of Women of Intellect, East and West, Eighteenth and Nineteenth Centuries. *Not offered in 1989-90.*

Classical Civilization 104 (1) (A)

Classical Mythology

Classical Civilization 215 (2) (B)

Gender and Society in Antiquity

Classical Civilization 252 (2) (B)

Roman Women. *Not offered in 1989-90.*

Economics 243 (1)

The Sexual Division of Labor. *Not offered in 1989-90.*

Education 206 (2) ($B^{1,2}$)

Women, Education and Work. *Not offered in 1989-90.*

Education 312 (1) (B^1)

Seminar. History of Child Rearing and the Family

English 271 (2)

History of the English Novel I

English 272 (1) (2) (A)

History of the English Novel II

English 383 (1)

Women in Literature, Culture, and Society

Experimental 224 (2)

The Cultural Tradition and Identity of Twentieth-Century Hispanic Women

Extradepartmental 223

Women in Science. *Not offered in 1989-90.*

Extradepartmental 232 (2)

New Literatures: Lesbian and Gay Fiction in America

French 304 (1)

The French Novel in the Eighteenth Century

French 319 (1)

Women, Language, and Literary Expression. Topic for 1989-90: Subversion and Creativity: 20th-Century Women Writers in France.

French 321 (2)

Seminar. Topic a. Marguerite Duras: Novels and Films

French 321 (2)

Seminar. Topic b. Women and the Stage: Female and Male Representation of Women in XIXth and XXth-Century French Drama

German 349 (2)

Seminar. Christa Wolf – Reader and Writer

History 257 (2)

Women in American History

History 259 (1)

The Making of the Asian-American Woman: Gender and Ethnicity in Asian Immigration 1850-1970

History 336

Seminar. Hidden Bonds of Womanhood: Black and White Women in the South, 1930-1980. *Not offered 1989-90.*

History 344

Seminar. Gendered Domains: Women and Men in Modern Japan. *Not offered in 1989-90.*

History 364

Women in Islamic Society: Historical Perspectives. *Not offered in 1989-90.*

Italian 206 (1)

Introduction to Modern Italian Literature. Topic for 1989-90: Images of Women in Italian Literature of the Nineteenth and Twentieth Centuries

Language Studies 238

Sociolinguistics. *Not offered in 1989-90.*

Philosophy 227 (2)

Philosophy and Feminism

Political Science 307 (2)

Seminar. Gender, Culture and Political Change. *Not offered in 1989-90.*

Political Science 320 (2)

Seminar. Inequality and the Law. *Not offered in 1989-90.*

Political Science 336 (1)

Seminar. Women, the Family and the State

Political Science 344 (1)

Feminist Political Theory

Psychology 225

American Psychology in Historical Context. *Not offered in 1989-90.*

Psychology 303 (1)

Psychology of Gender

Psychology 317 (2)

Seminar. Psychological Development in Adults

Psychology 325

Seminar. History of Psychology. *Not offered in 1989-90.*

Psychology 340

Seminar. Organizational Psychology. *Not offered in 1989-90.*

Religion 225

Women in Christianity. *Not offered in 1989-90.*

Religion 243

Women in Judaism. *Not offered in 1989-90.*

Religion 316 (1)

Seminar. The Virgin Mary

Russian 302 (2)

Advanced Study of Modern Russian. Readings of the Works of Recent Women Writers

Russian 320

Seminar. Images of Women in Russian Literature. *Not offered in 1989-90. Offered in 1991-92.*

Sociology 111 (1)

Sociology of the Family: An Introduction to Sociology

Sociology 208 (2)

Social Construction of Gender

Sociology 217 (1)

Power: Personal, Social and Institutional Dimensions.

Sociology 311 (2)

Seminar. Family Studies. *Not offered in 1989-90.*

Sociology 333 (1)

Advanced Topics in Sociology. Topic for 1989-90: Women, State, and Ideology in the Contemporary Muslim Middle East.

Spanish 209 (1)

The Spanish American Short Narrative. *Not offered in 1989-90.*

Spanish 240 (2)

Living Women Writers of Spain, 1970-1985. *Not offered in 1989-90.*

Technology Studies 209 (1)

Women and Technology. *Not offered in 1989-90.*

Theatre Studies 212 (1)

Representations of Women on the Stage

The Writing Program

Since September, 1983, each entering student has been required to complete one semester of expository writing in her first year at Wellesley. Writing courses numbered 125 are offered by faculty from many departments on a variety of topics. In all sections writing is taught as a means not only of expressing ideas but also of acquiring them. Students receive instruction and practice in analysis and argument, in revision, and in the use and acknowledgement of sources. There are no exemptions from this requirement.

Continuing Education students and other transfer students who have not fulfilled a similar requirement must also complete one semester of expository writing, either Writing 125 or English 200 (Intermediate Expository Writing).

Below are short descriptions of the Writing 125 sections offered in 1989-90. Students are invited to indicate a list of preferences, which will be honored as far as possible.

English 200 sections are described in the listing of the English Department.

SEMESTER I

125A (1) New Music

Twentieth-century concert music is often thought to be fundamentally different from music of earlier periods—less expressive, more cerebral, and frequently difficult for the listener. We will compare selected twentieth-century works with works from earlier periods, guided by the thinking of writers on new music including Spanish philosopher Jose Ortega y Gasset, cultural historian Jacques Barzun, and composers Roger Sessions and John Cage. Discussions and student essays will focus on the nature and evolution of meaning in music, the possible points of view of the listener, and the relevance of the intentions of the composer. No prior knowledge of music is necessary. *Mandatory credit/noncredit.*

Mr. Roens, Department of Music

125B (1) Mythology and Astronomy

In many cultures myths explain creation, the paths of the sun and moon, and the configurations of the stars. We will read such myths from several cultures including the Greeks, American Indians, and Australian Aboriginals. Students will write their own myth after summarizing, analyzing, and comparing those of the past. No previous knowledge of astronomy or expertise in science is required or presumed. *Mandatory credit/noncredit.*

Mrs. Benson, Department of Astronomy

125D (1) English Feminist Classics

Readings from, analyses of, and writing about "the woman question" as it is revealed in: Mary Wollenstonecraft, *A Vindication of the Rights of Woman*, Florence Nightingale, "Cassandra," John Stuart Mill, *On the Subjection of Women*, John Ruskin, "Of Queens' Gardens," and Virginia Woolf, *A Room of One's Own*. Attention will be paid to the historical context which gave birth to these works and to the women's movement in Victorian England. *Mandatory credit/noncredit.*

Ms. Robinson, Department of History

125E,F (1) Patterns (2 sections)

Through the writing and films of contemporary world authors and filmmakers, we will try to reach an understanding of what it is like to be a member of another culture, and at the same time to reach a deeper understanding of our own culture (whatever that culture happens to be). The course will focus on two or three of the following world areas: China or Japan, the Soviet Union, Africa or South America, the Caribbean, the Middle East. *Mandatory credit/noncredit.*

Ms. Wood, The Writing Program

125G (1) Women's Magazines

A study of women's magazines, their history and their current composition. Emphasis will be on critical analysis of images, texts, and the relationship between images and texts.

Ms. Higonnet, Department of Art

125H (1) Landscape into Art, Art into Landscape

The word itself is telling: "landscape" is both a form of viewing the natural world and a means of altering it. We'll compare these complementary strategies in a selective historical survey of landscape painting and garden design. We'll focus upon eighteenth- and nineteenth-century developments (among others, English parks and French Impressionism). *Mandatory credit/noncredit.*

Mr. Rhodes, Department of Art

125J (1) Charles Dickens

Reading will probably include *Pickwick Papers, Little Dorrit, Bleak House,* and one other novel; consideration also of movies of Dickens's works.

Mr. Tyler, Department of English

125K, L (1) Love and Death (2 Sections)

We will explore the themes of love and death as expressed by contemporary Latin American women. Prose and poetry in translation, as well as videotapes by and about Hispanic women, will provide the bases for a variety of analyses in discussion and in writing.

Ms. Renjilian-Burgy, Department of Spanish

125M (1) Analyzing Culture

Why are there more nude paintings of women than of men in the European tradition? Why were nineteenth-century scientists interested in measuring the skulls of black people? Why is Donald Duck so much smarter than the criminal Beagle Boys? What is the white master like in African-American folktales? We'll consider such questions in this course as we analyze a variety of products of our culture — paintings, short stories, comic books, scientific texts, songs, poems, folk tales, gossip — paying particular attention to the ways in which these works reflect or contest the prevailing system of cultural values. Readings will include: John Berger, et al., *Ways of Seeing*, Stephen Jay Gould, *Ever Since Darwin: Reflections in Natural History*, and Ariel Dorfman and Armand Mattelart, *How to Read Donald Duck: Imperialist Ideology in the Disney Comic.*

Ms. Meyer, Department of English

125N (1) Vision and Revision

This section will focus on relationships between the ideas we encounter in reading and the ideas we hold to be our own. It will include a review of English grammar. Weekly journal entries, ongoing revisions of ten to twelve short papers, and regular conferences with the instructor are required. This section is appropriate for students who have done very little writing in high school and for students whose native language is not English. *Mandatory credit/noncredit.*

Ms. Kopec, Director of Academic Assistance

125O (1) Epic Vision in Homer and Vergil

Gods and Goddesses, heroes and heroines in Homer's *Iliad* and *Odyssey* and in Vergil's *Aeneid*. We will read the poems in translation, and examine the relations between human and divine characters. How, for instance, can the goddess Thetis help her mortal son Achilles or the goddess Venus her son Aeneas? How much does Aphrodite control Helen of Troy?

And why does Dido become a victim of the goddesses Juno and Venus? In preparation for our discussion and written assignments, we will also read a selection of recent critical articles on the epics.

Ms. Geffcken, Department of Greek and Latin

125P (1) The Evolving Meaning of God

We will examine the thinking of several theologians who have pondered the meaning of God for human life in the late twentieth century. We will read and write about the ideas of Michael Goulder and John Hick in *Why Believe in God?*, Gordon Kaufman in *God, the Problem*, Richard Rubenstein in *After Auschwitz*, Harold Kushner in *When Bad Things Happen to Good People*, Charles Hartshorne in *Omnipotence and Other Theological Mistakes*, Mary Daly in *Beyond God the Father*, and Sallie McFague in *New Models of God*.

Ms. Ward, Class Dean

125Q (1) Economic "Herstories"

Study of the economic history of women in the United States from pre-colonial Indian societies through the present. Focus on race, ethnic, and class differences among women, and on the forces reproducing and breaking down the sexual division of labor. Investigation of our mothers', grandmothers', and great- and great-great-grandmothers' economic lives in the U.S. and abroad, and writing of their economic "herstories."

Ms. Matthaei, Department of Economics

125R (1) Waking Dreams

When does fiction become fantastic? We shall examine a range of novels and stories that can be described as "fantasy," from the shifting landscape of *Alice in Wonderland* or the sturdy Middlearth of Tolkien's *Fellowship of the Ring* to the more ambiguous worlds of "magic realists" such as Jorge Luis Borges and Angela Carter. Students will write critical essays exploring the shifting domain of fantastic literature.

Ms. Webb, Department of English

125S (1) Reporting on Life at Wellesley

This introduction to journalism provides an opportunity to practice a writing style that relies on accurate observation, keen analysis, and clear communication. Writing assignments will involve the art of interviewing, discovering research sources, and structuring news and feature articles. *Mandatory credit/noncredit.*

Ms. Smith, Public Affairs

125U (1) Messages

Basic instruction in writing, revising, and editing essays, designed to include the student lacking confidence in writing, or experience in writing academic prose, or both. Short readings, both fiction and nonfiction, will provide texts for a variety of writing assignments. The emphasis in class will be on developing ideas and refining them in words on paper; individual attention, as needed, to problems with the mechanics of writing and usage. *Mandatory credit/noncredit.*

Ms. Bellanca, The Writing Program

125V (1) Fairy Tales

Do fairy tales enchant or instruct us? We will read classic fairy tales from Andrew Lang's *The Blue Fairy Book* and modern tales from a variety of sources. We will also read essays which interpret fairy tales as literary works, historical documents, psychological cases, and feminist arguments. In a series of short papers students will analyze and interpret tales, exploring connections between the enjoyment and study of fairy tales.

Ms. Medina, The Writing Program

125W (1) Writing About Education

In this section students will begin by writing about their own educational experiences and beliefs and proceed to the writing of critical essays on a variety of educational topics. We will read brief narrative and biographical accounts as well as essays exploring the meaning of liberal education from the perspective of a number of disciplines. But the main focus of the course will be the writing by students in it. Students will have the opportunity to examine issues and ideas which might affect their own educational goals.

Mr. Hawes, Department of Education

125Y (1) Gender and Literature

In this course students will read, talk, and write about gender. What does it mean to be male and female in our society? Some of the questions the course will address will include: What are the attributes assigned to "male" and "female," and how do these stereotypes influence the way we shape our desires? How does the literature of courtly or romantic love exploit differences in gender? Essays, chiefly expository, will be based on the readings, on current issues, and on students' own experience. Readings from the twelfth century to the present will probably include selections from such writers as Andreas Capellanus, *The Art of Courtly Love*; Christopher

Marlowe, *Hero and Leander*; Joseph Conrad, *Heart of Darkness*; Virginia Woolf, *A Room of One's Own*; Ann Tyler, *The Accidental Tourist*. *Mandatory credit/noncredit.*

Ms. Stanbury, Department of English

125Z (1) Collegiate Women

Women were not welcomed as college students until the middle of the nineteenth century when "coeds" were allowed onto campuses to help civilize the male students. This course will examine women's progress in American higher education from the nineteenth century to the present, considering issues such as the meaning of collegiate education in women's lives and the special role of women's colleges. We will read women's novels and letters, as well as reports, histories, and scholarly studies.

Ms. Eisenmann, Department of Education

SEMESTER II

125A (2) Pythagoras's Dream — How Mathematics Has Helped Shape Modern Culture

We will read some unusual works about the history of mathematics, in an attempt to understand some of the mathematician's aims and motives. We will be writing about our own experiences of these aims, and also about how these aims have led to our current view of the world: how mathematics enriches, influences, but also distorts, modern existence. Also, by thinking about a limited number of interesting mathematical puzzles and attempting to solve them, we will draw parallels between mathematical thinking and the process of writing. (No special knowledge of mathematics is required.)

Mr. Morton, Department of Mathematics

125B (2) Jerusalem: The Holy City

A study of the interplay between religion and politics that led to the designation of Jerusalem as the "holy city," through an examination of ancient and modern descriptions of the actual and the ideal Jerusalem by warriors, visionaries, pilgrims, archaeologists, and inhabitants. *Mandatory credit/noncredit.*

Ms. Nathanson, Department of Religion

125C (2) Patterns

Through the writing and films of contemporary world authors and filmmakers, we will try to reach an understanding of what it is like to be a member of another culture, and at the same time to reach a deeper understanding of our own culture (whatever that culture happens to be). The course will focus on two or three of the following world areas: China or Japan, the Soviet Union, Africa or South America, the Caribbean, the Middle East. *Mandatory credit/noncredit.*

Ms. Wood, The Writing Program

125D (2) Whodunit

Says W.H. Auden, "For me, as for many others, the reading of detective stories is an addiction like tobacco or alcohol." Our purpose is to examine the nature of this addiction. Why do otherwise sane people read detective fiction so voraciously? What redeeming value does it have? We will learn something of the genre by reading the classics — Doyle, Christie, Hammett or Chandler — as well as one or two currently popular authors. We will also read critical essays. Recurrent themes of discussion: the nature of the detective and the nature of the plot. *Mandatory credit/noncredit.*

Ms. Wood, The Writing Program

125E (2) Law in Contemporary Society

We will read cases and articles about the ways in which courts have changed existing laws, and in so doing, have transformed American society. Readings will be selected from such cases as *Brown v. Board of Education* (school desegregation), *Roe v. Wade* (abortion), *In Re Brophy* (withholding of nourishment from terminally ill patients), and from recent cases on the rights of high school students, surrogate parenting, and criminal procedure. Students will write frequently during class time, in addition to writing formal essays and keeping journals on a variety of current legal issues.

Ms. Viti, The Writing Program

125F (2) Cosmologies

Through lectures and selected readings students will be exposed to the great ideas of the nature of the universe and of our role in it. Students will write about these ideas from several points of view such as those of the historian, the news reporter, and the letter-writer.

Mr. Birney, Department of Astronomy

125G (2) The Psychology of Writing Lives

We will consider psychological issues surrounding biography, or the writing of lives. Some examples: What do psychologists have to say about the nature of autobiographical memory? What do biographers tell us about the kinds of psychological relationships that develop between them and their subjects? Writ-

ing assignments will include an autobiographical essay and a biographical account based on interviews carried out during the term. *Mandatory credit/noncredit.*

Ms. Furumoto, Department of Psychology

125H (2) Languages of the Psyche

Reading and writing analyses of the psyche as formulated and represented in psychoanalysis (Bettelheim, *Freud and Man's Soul*); philosophy (Plato, *Phaedrus*); and literature (Shakespeare, *Henry IV, Part 1*, Elizabeth Bishop, "In the Waiting Room," Sylvia Plath, *The Bell Jar*).

Ms. Craig, Department of English

125J (2) Women in American Art

Looking at works by both male and female artists, we will examine images of women in American painting from the seventeenth century to the present. We will explore the meaning of these works against the background of women's changing status in American society. *Mandatory credit/noncredit.*

Ms. Bedell, Department of Art

125K (2) Position Papers

Writing a position paper can be a way to discover for oneself what one's position is, or to set down a logical argument, or to try to persuade. Through a series of exercises in analysis, argument, and rhetoric, each student will work out and present to the other members of the class her position on a topic of her choice. *Mandatory credit/noncredit.*

Ms. Congleton, Department of Philosophy

125L (2) High Culture, Pop Art

This course will investigate the intersection of popular and high art in the twentieth century. We will begin with the work of such culture critics as Clement Greenberg and Dwight McDonald, the first wave of "intellectual" commentators on the burgeoning mass culture of twentieth-century America. We'll move on to consider the enthusiasts of mass media, such as Marshall McLuhan and the "pop" artists. We'll end by considering the ongoing interaction between "pop" and "high" culture in the arts of our own moment.

Mr. Shetley, Department of English

125M (2) Short Fiction

We will read a selection of short stories and novellas by a wide variety of modern authors, including Chekhov, Woolf, Kafka, Flannery O'Connor, Toni Cade Bambara, and Marguerite Duras. Questions for discussion will include what makes a work of fiction compelling, and what happens when it reflects on its power to be compelling. The writing assignments, which will progress from character sketches and imitations to analytical essays and research papers, will ask the student to form compelling styles and arguments of her own. *Mandatory credit/noncredit.*

Ms. Quinney, Department of English

125N (2) New Music

Twentieth-century concert music is often thought to be fundamentally different from music of earlier periods—less expressive, more cerebral, and frequently difficult for the listener. We will compare selected twentieth century works with works from earlier periods, guided by the thinking of writers on new music including Spanish philosopher Jose Ortega y Gasset, cultural historian Jacques Barzun, and composers Roger Sessions and John Cage. Discussions and student essays will focus on the nature and evolution of meaning in music, the possible points of view of the listener, and the relevance of the intentions of the composer. No prior knowledge of music is necessary. *Mandatory credit/noncredit.*

Mr. Roens, Department of Music

125O (2) Fairy Tales

The Writing Program

125P (2) Covering the News

We will examine newspapers and newsmagazines as a way of thinking about some basic problems of writing. First we will read some ostensibly neutral news reports and see how they are shaped by the need to tell a clear and interesting story. Then we will compare reports and editorials from papers with explicit ideological biases; though they are dealing in opinions rather than simple facts, we will want to find out whether some of them aren't more persuasive than others, and if so, why. Finally, we will read some feature articles—science reports, profiles, reviews, and the like—and examine some problems underlying their appeal as pure entertainment. Along the way, we will also be reading critical writing about the press and its ideological blind spots. *Mandatory credit/noncredit.*

Mr. Reinert, Department of English

125Q (2) Analyzing Culture

Why are there more nude paintings of women than of men in the European tradition? Why were nineteenth-century scientists interested in measuring the skulls of black people? Why is Donald Duck so much smarter than the criminal Beagle Boys? What is the white master like in Afro-American folktales? We'll consider such questions in this course as we

analyze a variety of products of our culture – paintings, short stories, comic books, scientific texts, songs, poems, folk tales, gossip – paying particular attention to the ways in which these works reflect orontest the prevailing system of cultural values. Readings will include: John Berger, et al., *Ways of Seeing*, Stephen Jay Gould, *Ever Since Darwin: Reflections in Natural History*, and Ariel Dorfman and Armand Mattelart, *How to Read Donald Duck: Imperialist Ideology in the Disney Comic.*

Ms. Meyer, Department of English

125R (2) Looking at the Law

What do we mean when we say that a law is unjust? How do we determine which laws are just? When, if ever, is violent opposition to unjust legal authority justified? What does the law have to do with morality? These are some of the questions we will confront in reading and writing about a wide array of contemporary legal problems, ranging from terrorism and other forms of violent political protest to the rights of surrogate mothers.

Mr. Williams, Department of English

125S (2)

125T (2)

125X (2) Writing Tutorial

An individual tutorial in expository writing, taught by juniors and seniors from a variety of academic departments. An opportunity to tailor reading and writing assignments to the student's particular needs and interests. 125X tutorial meetings are individually arranged by students with their tutors. *Open to students from all classes by permission of the instructor. Mandatory credit/noncredit.*

Ms. Stubbs, Department of English

Literature in Translation

Students should note that a number of foreign language departments offer literature courses in translation. All material and instruction is in English and no knowledge of the foreign language is required for these courses.

Chinese 141 (2)
China on Film

Chinese 241 (2)
Chinese Poetry and Drama in Translation. *Not offered in 1989-90.*

Chinese 242 (1)
Chinese Fiction in Translation

Chinese 330 (2)
Literary Images of Women of Intellect, East and West, Eighteenth and Nineteenth Centuries. *Not offered in 1989-90.*

Classical Civilization 101 (2) (A)
Classical Literature: An Introduction

Classical Civilization 104 (1) (A)
Classical Mythology

Classical Civilization 215 (2) (B)
Gender and Society in Antiquity

Classical Civilization 216 (2) (B)
Literature and Society in the Age of the Emperor Augustus. *Not offered in 1989-90.*

Classical Civilization 243 (1) (B)
Roman Law

Classical Civilization 245 (1) (B)
Roman Slavery. *Not offered in 1989-90.*

Classical Civilization 252 (2) (B)
Roman Women. *Not offered in 1989-90.*

Classical Civilization 305 (1) (A)
Ancient Epic

Classical Civilization 310 (2) (A)
Greek Drama in Translation

Extradepartmental 231 (2)
Classic American Sound Film

Extradepartmental 330
Seminar. Comparative Literature. *Not offered in 1989-90.* Offered in 1990-91.

French 220 (1)
Proust and the Modern French Novel

German 229 (2)
The Folktale: Studies in the Märchen. *Not offered in 1989-90.*

Italian 208 (2)
Italy: A Cultural Perspective

Italian 211 (1) (2)
Dante

Italian 244 (2)
Italian Cinema as an Art Form. *Not offered in 1989-90.*

Japanese 251 (2)
Japan Through Literature and Film

Japanese 351 (2)
Seminar. Modern Japanese Novel in Translation. *Not offered in 1989-90.*

Medieval/Renaissance Studies 247 (2)
Arthurian Legends

Religion 245 (2)
Hebrew & Yiddish Literature in Translation. *Not offered in 1989-90.*

Russian 201 (2)
Russian Literature in Translation I. *Not offered in 1989-90.*

Russian 202 (2)
Russian Literature in Translation II. *Not offered in 1989-90.*

Russian 225 (1)
Soviet Film 1917-1980

Courses on Multicultural Issues

The following courses fulfill the multicultural distribution requirement described on p. 53, Multicultural Requirement:

Anthropology 104 (1) (2)
Introduction to Anthropology

Anthropology 205 (1)
Social Anthropology

Anthropology 210 (1)
Racism and Ethnic Conflict in the United States and the Third World

Anthropology 234 (2)
Urban Poverty

Anthropology 244 (1)
Societies and Cultures of the Middle East

Anthropology 246
Societies and Cultures of Central America and the Caribbean. *Not offered in 1989-90.*

Anthropology 247
Societies and Cultures of the Soviet Union. *Not offered in 1989-90.*

Anthropology 248
African Cultures in Modern Perspective. *Not offered in 1989-90.*

Anthropology 269 (2)
The Anthropology of Gender Roles, Marriage and the Family

Anthropology 275
Technology and Society in the Third World. *Not offered in 1989-90.*

Anthropology 342 (1)
Native American Ethnology

Anthropology 346
Colonialism, Development, and Nationalism: The Nation State and Traditional Societies. *Not offered in 1989-90.*

Anthropology 347 (2)
Human Rights Issues in Central America

Art 211 (2)
African Art

Art 246 (2)
The Arts of India

Art 248 (1)
Chinese Art

Art 337 (2)
Seminar. Chinese Painting

Art 397 (2)
Boston Museum of Fine Arts: The Japanese Woodblock Print

Black Studies 150c (2)
The Harlem Renaissance

Black Studies 200 (1)
Africans in Antiquity

Black Studies 201 (1)
The Afro-American Literary Tradition

Black Studies 206 (2)
Introduction to Afro-American History, 1500-present

Black Studies 215 (1)
Introduction to Afro-American Politics

Black Studies 217 (1)
The Black Family

Black Studies 223 (1)
African Development Since 1940

Black Studies 225 (1)
Introduction to Black Psychology

Black Studies 230 (2)
The Black Woman in America

Black Studies 315 (2)
Seminar. The Psychology of Race Relations

Black Studies 318 (2)
Seminar. Women and the African Quest for Modernization and Liberation

Black Studies 335
Women Writers of the English-Speaking Caribbean. *Not offered in 1989-90.*

Chinese 141 (2)
China on Film

Chinese 213
Diverse Cultures of China. *Not offered in 1989-90.*

Chinese 241
Chinese Poetry and Drama in Translation. *Not offered in 1989-90.*

Chinese 242 (1)
Chinese Fiction in Translation

Chinese 330
Literary Images of Women of Intellect, East and West, 18th and 19th Centuries. *Not offered in 1989-90.*

Economics 218 (2)
The East Asian Economies

Economics 220 (1)
Development Economics

Experimental 224 (2)
The Cultural Tradition and Identity of Twentieth-Century Hispanic Women

French 330 (2)
French and Francophone Studies. Topic a: Race, Literature and Society: French Voices from the Third World

History 259 (1)
The Making of the Asian-American Woman: Gender and Ethnicity in Asian Immigration 1850-1970

History 260 (2)
Latin America in the Twentieth Century

History 263
South Africa in Historical Perspective. *Not offered in 1989-90.*

History 264
History of Precolonial Africa. *Not offered in 1989-90.*

History 265
History of Modern Africa. *Not offered in 1989-90.*

History 267 (1)
History of North Africa

History 270 (1)
Early Modern Japan

History 271 (2)
Modern Japan

History 275 (1)
Imperial China

History 276 (2)
China in Revolution

History 280 (2)
Everyday Life in the Middle East and North Africa Since 1700

History 284 (1)
The Middle East in Modern History

History 286
Islamic Society in Historical Perspective. *Not offered in 1989-90.*

History 290 (1)
History of Israel

History 336
Seminar. Hidden Bonds of Womanhood: Black and White Women in the South, 1930-1980. *Not offered in 1989-90.*

History 344
Seminar. Gendered Domains: Women and Men in Modern Japan. *Not offered in 1989-90.*

History 347 (2)
The Cultural Revolution in China

History 364
Seminar. Women in Islamic Society: Historical Perspectives. *Not offered in 1989-90.*

Japanese 221 (1)
Topics in Japanese Linguistics

Japanese 251 (2)
Japan Through Literature and Film

Japanese 351
Seminar. Modern Japanese Novel in Translation. *Not offered in 1989-90.*

Philosophy 202 (1)
Introduction to African Philosophy

Political Science 204 (1)
Political Economy of Development and Underdevelopment

Political Science 206 (1)
Politics of the Soviet Union and Eastern Europe

Political Science 207 (2)
Politics of Latin America

Political Science 208 (2)
Politics of East Asia

Political Science 209
African Politics. *Not offered in 1989-90.*

Political Science 214 (2)
Politics of Race and Ethnicity

Political Science 303 (2)
The Political Economy of the Welfare State

Political Science 305 (1)
Seminar. The Military in Politics

Political Science 306 (1)
Seminar. Revolutions in the Modern World

Political Science 345 (2)
Seminar. Human Rights

Religion 104 (1)
Introduction to the Hebrew Bible/Old Testament

Religion 108 (1)
Introduction to Asian Religions

Religion 108M (2)
Introduction to Asian Religions

Religion 140 (1)
Introduction to Judaism

Religion 202 (1)
Archaeology and the Bible

Religion 203
The Ancient Near East. *Not offered in 1989-90.*

Religion 206
Prayer, Wisdom, and Love in the Hebrew Bible/Old Testament. *Not offered in 1989-90.*

Religion 207
The Exodus. *Not offered in 1989-90.*

Religion 208
Eighth-Century Prophecy. *Not offered in 1989-90.*

Religion 226 (1)
Liberation Theology

Religion 241
Judaism and Modernity. *Not offered in 1989-90.*

Religion 242
Rabbis, Romans and Archaeology. *Not offered in 1989-90.*

Religion 243
Women in Judaism. *Not offered in 1989-90.*

Religion 244
Jewish Communities of the Islamic World. *Not offered in 1989-90.*

Religion 245
Hebrew & Yiddish Literature in Translation. *Not offered in 1989-90.*

Religion 246 (2)
Biblical and Historical Themes in Modern Hebrew Literature

Religion 251
Religions in India. *Not offered in 1989-90.*

Religion 253
Buddhist Thought and Practice. *Not offered in 1989-90.*

Religion 254 (2)
Chinese Thought and Religion

Religion 255
Japanese Religion and Culture. *Not offered in 1989-90.*

Religion 262 (1)
The Formation of Islam

Religion 263 (2)
Islam in the Modern World

Religion 304
Seminar. The Book of Isaiah. *Not offered in 1989-90.*

Religion 305 (2)
Seminar. Job and the Problem of Suffering

Religion 340 (1)
Seminar. The Holocaust

Religion 341
Seminar. Zionism. *Not offered in 1989-90.*

Religion 353
Seminar. Zen Buddhism. *Not offered in 1989-90.*

Religion 356 (2)
Seminar. Ideal Society in Asian Religions

Religion 357 (2)
Seminar. Issues in Comparative Religion.

Religion 362
Seminar. Equality and Inequality in Islam. *Not offered in 1989-90.*

Religion 363
Seminar. Islamic Literature. *Not offered in 1989-90.*

Sociology 324 (2)
Seminar. Social Change

Sociology 333 (1)
Advanced Topics in Sociology. Topic for 1989-90: Women, State and Ideology in the Contemporary Muslim Middle East.

Spanish 215 (2)
Spanish Practicum

Spanish 228 (1)
Latin American Literature: Fantasy and Revolution

Spanish 253 (1)
The Writer and Human Rights in Latin America

Spanish 304 (2)
Hispanic Literature in the United States

Spanish 317 (1)
Seminar. The New World in Its Literature: Conquest and Counter-Conquest

Theatre Studies 207 (2)
East Asian Theatre

Women's Studies 220 (1)
Women, Peace and Protest: Cross-Cultural Visions of Women's Actions

Women's Studies 222 (2)
Women in Contemporary Society: Different Ways of Knowing

Women's Studies 250 (2)
Asian Women in America

Women's Studies 330 (2)
Seminar. Twentieth-Century Feminist Movements in the First and Third Worlds

Faculty
Administration
Alumnae

Faculty

Legend

A Absent on leave
A[1] Absent on leave during the first semester
A[2] Absent on leave during the second semester
P Part-time instructor

Marjorie Agosín
Associate Professor of Spanish
B.A., University of Georgia; M.A., Ph.D., Indiana University

Robin M. Akert
Associate Professor of Psychology
B.A., University of California (Santa Cruz); M.A., Ph.D., Princeton University

Jean Poole Alderman
Instructor in Piano
B.A., University of Rochester; M.A., Columbia University

Mary Mennes Allen[A]
William R. Kenan Professor of Biological Sciences
B.S., M.S., University of Wisconsin; Ph.D., University of California (Berkeley)

Harold E. Andrews III
Professor of Geology
B.A., College of Wooster; M.A., University of Missouri; Ph.D., Harvard University

Marcellus Andrews
Assistant Professor of Economics
B.S., University of Pennsylvania; M.A., M.Phil., Ph.D., Yale University

Lilian Armstrong
Mildred Kemper Professor of Art
B.A., Wellesley College; M.A., Harvard University; Ph.D., Columbia University

Joanne M. Attridge
Teaching Assistant in Computer Science
B.A., Wellesley College

Jerold S. Auerbach
Professor of History
B.A., Oberlin College; M.A., Ph.D., Columbia University

John Babington[P]
Instructor in Physical Education and Athletics
B.A., Williams College; J.D., Harvard University

Jane R. Baier[P]
Assistant Professor of French
B.A., Mount Holyoke College; M.A., Ph.D., University of Wisconsin (Madison)

Lawrence M. Baldwin
Lecturer in Computer Science
User Services Coordinator
A.B., Antioch College; Ph.D., Harvard University

Joan Bamberger[P]
Associate Professor of Anthropology
B.A., Smith College; A.M., Radcliffe College; Ph.D., Harvard University

Leslie Barber
Assistant Professor of Biological Sciences
B.A., Earlham College; Ph.D., University of California (Los Angeles)

Michael Barnett
Assistant Professor of Political Science
B.A., University of Illinois (Urbana); M.A., Ph.D., University of Minnesota

Paul Barringer[P]
Instructor in Jazz Piano
Director of "Prism"
B.A., Bard College

Paul Rogers Barstow
Professor of Theatre Studies
Director, Wellesley College Theatre
B.A., Williams College; M.F.A., Yale University

Ann Streeter Batchelder
Professor of Physical Education and Athletics
B.A., Wheaton College; M.Ed., Framingham State College; Ed.D., Boston University

Thomas J. Bauer[A]
Laboratory Instructor in Physics
B.A., Wabash College; M.A., University of Idaho

Wendy Hagen Bauer[A]
Associate Professor of Astronomy
B.A., Mount Holyoke College; M.S., Ph.D., University of Hawaii

Connie Lynn Bauman
Assistant Professor of Physical Education and Athletics
Athletic Trainer
B.S., Illinois State University; M.S., Arizona State University; Indiana State University

Barbara R. Beatty
Assistant Professor of Education
A.B., Radcliffe College; Ed.M., Ed.D., Harvard University

Rebecca Bedell[P]
Assistant Professor of Art
B.A., Wellesley College; M.A., Ph.D., Yale University

Patricia M. Bellanca[P]
Instructor in The Writing Program
B.A., Wellesley College; M.A., Rutgers University

Barbara S. Beltz
Assistant Professor of Biological Sciences
B.A., Mount Holyoke College; M.S., Ph.D., Princeton University

Priscilla J. Benson
Assistant Professor of Astronomy
B.A., Smith College; M.A., Ph.D., Massachusetts Institute of Technology

Robert S. Berg
Assistant Professor of Physics
A.B., Princeton University; M.A., Ph.D., University of California (Berkeley)

Patricia Gray Berman
Instructor in Art
B.A., Hampshire College; M.A., New York University

James R. Besancon
Associate Professor of Geology
B.S., Yale University; Ph.D., Massachusetts Institute of Technology

Frank L. Bidart
Professor of English
B.A., University of California (Riverside); A.M., Harvard University

D. Scott Birney
Professor of Astronomy
Director of the Whitin Observatory
B.S., Yale University; M.A., Ph.D., Georgetown University

Judith B. Black[P]
Assistant Professor of Art
B.A., Quincy College; M.A., M.S., Massachusetts Institute of Technology

Beverly A. Blazar[A]
Assistant Professor of Biological Sciences
B.A., Ph.D., Brown University; Ed.M., Harvard University

Carol Blomstrom
Assistant Professor of Mathematics
B.S., Pennsylvania State University; Ph.D., Brown University

Ella P. Bones[A]
Professor of Russian
B.A., Cornell University; A.M., Radcliffe College; Ph.D., Harvard University

Enric Bou[A]
Assistant Professor of Spanish
Licenciado en Filosofía y Letras, Doctor en Filología, Universidad Autónoma de Barcelona

Chris James Boyatzis[P]
Instructor in Psychology
B.A., Boston University; M.A., Brandeis University

Sheila P. Brachfeld-Child
Assistant Professor of Psychology
B.A., Tufts University; M.A., Boston University; Ph.D., Brandeis University

Barbara Miriam Brenzel
Associate Professor of Education
B.A., University of Toronto; Ed.M., Ed.D., Harvard University

Martin Alan Brody
Associate Professor of Music
B.A., Amherst College; M.M., D.M.A., Yale University School of Music

J. Eric Brosius
Assistant Professor of Mathematics
B.S., Pennsylvania State University; M.A., Ph.D., University of Pennsylvania

Judith Claire Brown
Professor of Physics
B.A., Rice University; Ph.D., University of California (Berkeley)

Alice Brown-Collins
Assistant Professor of Black Studies
B.A., Wichita State University; Ph.D., University of Colorado

William E. Cain
Professor of English
B.A., Tufts University; M.A., Ph.D., Johns Hopkins University

John S. Cameron
Assistant Professor of Biological Sciences
B.S., College of William and Mary; M.S., Ph.D., University of Massachusetts (Amherst)

Margaret Deutsch Carroll
Associate Professor of Art
B.A., Barnard College; A.M., Ph.D., Harvard University

Karl E. Case
Professor of Economics
B.A., Miami University; A.M., Ph.D., Harvard University

Joan Harrison Ceo[P]
Instructor in Harp

Connie S. Chan[P]
Assistant Professor of Women's Studies
A.B., Princeton University; M.A., Ph.D., Boston University

Maud H. Chaplin[A]
Professor of Philosophy
B.A., Wellesley College; M.A., Ph.D., Brandeis University

Jonathan M. Cheek[AJ]
Associate Professor of Psychology
B.A., George Washington University; M.A., University of Texas (Austin); Ph.D., Johns Hopkins University

Pamela Chester[P]
Assistant Professor of Russian
B.A., Wellesley College; M.A., Ph.D., Harvard University

Priscilla Choate[P]
Instructor in Physical Education and Athletics
B.A., Harvard University

James David Christie[P]
Instructor in Organ
B.A., Oberlin College; M.M.A., New England Conservatory of Music

Nancy Cirillo
Instructor in Violin
Director, Chamber Music Society
Mannes School of Music; Manhattan School of Music

Anne de Coursey Clapp
Professor of Art
B.A., Smith College; M.F.A., Yale University; A.M., Ph.D., Harvard University

Suzanne Cleverdon[P]
Instructor in Harpsichord
Instructor in Advanced Keyboard Skills
B.M., M.M., New England Conservatory of Music

Blythe McVicker Clinchy
Class of 1949 Professor of Psychology
B.A., Smith College; M.A., New School for Social Research; Ph.D., Harvard University

Barbara J. Cochran
Associate Professor of Physical Education and Athletics
B.S., M.Ed., Pennsylvania State University; Ed.D., Boston University

Paul A. Cohen
Edith Stix Wasserman Professor of Asian Studies and History
B.A., University of Chicago; A.M., Ph.D., Harvard University

Randall M. Colaizzi
Assistant Professor of Greek and Latin
B.A., University of Wisconsin; M.A., Ph.D., University of California (Berkeley)

Thomas A. Coleman[P]
Instructor in Double Bass
Director of Performance Workshop
B.A., University of Texas (Austin)

William F. Coleman
Professor of Chemistry
B.S., Eckerd College; Ph.D., Indiana University (Bloomington)

Glorianne Collver-Jacobson[P]
Instructor in Guitar and Lute
Coach in Collegium Musicum
B.A., University of California (Berkeley)

Ann Congleton
Professor of Philosophy
B.A., Wellesley College; M.A., Ph.D., Yale University

Betsy Cooper Morrison
Assistant Professor of Physical Education and Athletics
B.S., Ed.M., Boston University

Eugene Lionel Cox[AJ]
Mary Jewett Gaiser Professor of History
B.A., College of Wooster; Ph.D., Johns Hopkins University

Mary D. Coyne
Professor of Biological Sciences
B.A., Emmanuel College; M.A., Wellesley College; Ph.D., University of Virginia

Martha Alden Craig
Professor of English
B.A., Oberlin College; M.A., Ph.D., Yale University

Lee J. Cuba
Associate Professor of Sociology
B.S., Southern Methodist University; M.A., M.Phil., Ph.D., Yale University

Selwyn R. Cudjoe
Associate Professor of Black Studies
B.A., M.A., Fordham University; Ph.D., Cornell University

Julie E. Cumming
Assistant Professor of Music
B.A., Barnard College; M.A., Ph.D., University of California (Berkeley)

Thomas Orton Cushman
Assistant Professor of Sociology
B.A., Saint Michael's College; M.A., Ph.D., University of Virginia

Sue A. Daggett
Assistant Professor of Physical Education and Athletics
B.S., Ithaca College; M.S., Syracuse University

Roxanne Dale
Assistant Professor of Physical Education and Athletics
B.S., Slippery Rock State College M.S., Northeastern University

Jeanne A. Darlington
Laboratory Instructor in Chemistry
B.A., Knox College; M.A., Wellesley College

Janet M. Darrow
Assistant Professor of Biological Sciences
B.A., Ph.D., University of Texas (Austin); M.A., Purdue University

Constance DeFotis
Assistant Professor of Music
B.A., M.A., University of Illinois, Urbana; D.M.A., University of Cincinnati College Conservatory of Music

Eleanor P. DeLorme[P]
Lecturer in Art
B.A., Wellesley College; A.M., Harvard University

Ketty de Rezende
Assistant Professor of Mathematics
B.S., Universidade de Brasilia; M.S., Ph.D., Northwestern University

Margaret A. Dermody
Laboratory Instructor in Biological Sciences
B.A., Emmanuel College; M.A., Wellesley College

Louis S. Dickstein
Professor of Psychology
B.A., Brooklyn College; M.S., Ph.D., Yale University

Annamaria Di Martino[A]
Lecturer in Italian
Naples University; M.A., Ohio State University

Bonnie M. Dix
Instructor in Physical Education and Athletics
B.S., University of Vermont

Katheryn H. Doran
Assistant Professor of Philosophy
B.A., University of Pittsburgh; M.A., Ph.D., University of North Carolina (Chapel Hill)

Carlos G. Dorrien
Assistant Professor of Art
Montserrat School of Visual Art, Diploma in Sculpture

Carol Dougherty-Glenn
Assistant Professor of Greek and Latin
B.A., Stanford University; M.A., University of California (Santa Barbara); M.A., Ph.D., Princeton University

Margaret Pamela Doxey[P]
Florence Tucker Visiting Professor of Political Science
B.S., Ph.D., University of London

Julie S. Drucker
Assistant Professor of Political Science
A.B., University of Michigan; M.A., Ph.D., University of Wisconsin (Madison)

Theodore W. Ducas
Associate Professor of Physics
B.A., Yale University; Ph.D., Massachusetts Institute of Technology

Sylvaine V. Egron-Sparrow[A]
Lecturer in French
Director, Wellesley-in-Aix
Licençe de Lettres Modernes, Université de Haute Bretagne; Maîtrise de Français et de Linguistique, Université de Vincennes

Howard Brook Eichenbaum
Associate Professor of Biological Sciences
B.S., Ph.D., University of Michigan (Ann Arbor)

Linda M. Eisenmann[P]
Assistant Professor in The Writing Program
B.A., Connecticut College; M.A., Georgetown University; Ed.M., Ed.D., Harvard University

Sharon K. Elkins
Associate Professor of Religion
B.A., Stetson University; M.T.S., Harvard Divinity School; Ph.D., Harvard University

Leonidas Emilfork
Visiting Professor of Spanish
B.A., Universidad Católica de Valparaíso; M.A., Indiana University; Ph.D., Johns Hopkins University

Joan Entmacher
Lecturer in Political Science
B.A., Wellesley College; J.D., Yale Law School

Virginia L. Evans
Assistant Professor of Physical Education and Athletics
Athletic Director
B.S., Springfield College; M.A., University of Maryland; Ph.D., University of Massachusetts (Amherst)

Marion Feldman[P]
Language Assistant
Cultural Coordinator, French House
License, Université de Provence (Aix-en-Provence)

Peter J. Fergusson
Theodora L. and Stanley H. Feldberg Professor of Art
B.A., Michigan State University; A.M., Ph.D., Harvard University

Philip J. Finkelpearl
Anne Pierce Rogers Professor of English
B.A., Princeton University; A.M., Ph.D., Harvard University

Charles B. Fisk
Assistant Professor of Music
Instructor in Piano
A.B., Harvard College; M.M.A., D.M.A., Yale University School of Music

Owen J. Flanagan Jr.
Class of 1919 Professor of Philosophy
B.A., Fordham University; M.A., Ph.D., Boston University

Phyllis J. Fleming
Sarah Frances Whiting Professor of Physics
B.A., Hanover College; M.S., Ph.D., University of Wisconsin

Susan S. Ford[P]
Assistant Professor of Physical Education and Athletics
B.A., Connecticut College; M.A.T., Brown University

Betty Yetta Forman[P]
Assistant Professor of Russian
B.A., University of Pennsylvania; M.A., Ph.D., Harvard University

Dominique Fourguette[A1]
Assistant Professor of Physics
B.S., Université de Compiegne (France); Ph.D., Yale University

Richard G. French
Associate Professor of Astronomy
B.A., M.S., Ph.D., Cornell University

Alice T. Friedman
Associate Professor of Art
A.B., Radcliffe College; M.Phil., University of London; Ph.D., Harvard University

Russell Fuller
Assistant Professor of Religion
B.A., State University of New York; M.A., Columbia University; Ph.D., Harvard University

Laurel Furumoto
Professor of Psychology
B.A., University of Illinois; M.A., Ohio State University; Ph.D., Harvard University

Nona Gainsforth[P]
Instructor in French Horn
B.M., Indiana University

René Galand
Professor of French
Lic.-es-Lettres, University of Rennes; Ph.D., Yale University

Peggy E. Gallaher[P]
Assistant Professor of Psychology
B.A., Evergreen State College; B.S., University of Washington; Ph.D., University of Texas (Austin)

Robert E. Garis
Katharine Lee Bates Professor of English
B.A., Muhlenberg College; A.M., Ph.D., Harvard University

Elena Gascón-Vera
Professor of Spanish
Licenciatura, University of Madrid; M.Phil., Ph.D., Yale University

Susan Gauch
Assistant Professor of Computer Science
B.Sc., M.Sc., Queen's University (Kingston, Ontario); Ph.D., University of North Carolina

Christraud M. Geary[P]
Assistant Profesor of Art
University of Mainz; Ph.D., University of Frankfurt

Katherine Allston Geffcken
Professor of Greek and Latin
B.A., Agnes Scott College; M.A., Ph.D., Bryn Mawr College

Emily B. Giffin
Assistant Professor of Biological Sciences
B.A., College of Wooster; M.A., University of Wisconsin; Ph.D., George Washington University

Anne T. Gillain
Professor of French
Licençe de Lettres Classiques, Université de Paris (Sorbonne); M.A., Tufts University; Ph.D., Harvard University

Gail Elaine Glick[P]
Lecturer in Theatre Studies
B.A., University of Wisconsin (Madison); Ed.M., Boston University

Marshall Irwin Goldman
Kathryn Wasserman Davis Professor of Economics
B.S., Wharton School, University of Pennsylvania; A.M., Ph.D., Harvard University

Gregory Gomez
Assistant Professor of Art
B.A., Grinnell College; M.F.A., Washington University

Nelson Gore[P]
Instructor in Oboe
B.M., New England Conservatory of Music; M.M., Boston University

Maja J. Goth
Carla Wenckebach Professor of German
Mittellehrerdipl., Oberlehrerdipl., Ph.D., University of Basel

Michel R. Grimaud
Associate Professor of French
B.A., M.A., University of Aix-en-Provence; M.A., Ph.D., University of Wisconsin (Madison)

Timothy W. Grover
Lecturer in Geology
B.S., Saint Lawrence University; M.S., Ph.D., University of Oregon

Vachik Hacopian
Laboratory Instructor in Biological Sciences
B.A., University of California (Los Angeles); M.S., University of Massachusetts

David R. Haines
Associate Professor of Chemistry
B.A., Earlham College; Ph.D., University of Illinois (Urbana)

Nancy Abraham Hall[P]
Assistant Professor of Spanish
B.A., Smith College; M.A., Ph.D., Harvard University

Marilyn B. Halter
Assistant Professor of History
A.B., Brandeis University; Ed.M., Harvard University; Ph.D., Boston University

Yukiko Hanawa
Instructor in History
B.A., M.A., California State College (Long Beach); M.A., Stanford University

Jacob R. Handelman
Production Manager for the Theatre
B.A., Connecticut College

Jyoti Hansa-Cripps[P]
Instructor in Physical Education and Athletics

Thomas S. Hansen
Associate Professor of German
B.A., M.A., Tufts University; Ph.D., Harvard University

Barbara Leah Harman
Professor of English
B.A., Tufts University; M.A., Ph.D., Brandeis University

Gary C. Harris[A2]
Professor of Biological Sciences
B.S., Bates College; M.S., Ph.D., University of Massachusetts

Frances Hartwell[P]
Instructor in Physical Education and Athletics
B.S., University of Connecticut

Bunny Harvey
Professor of Art
B.F.A., M.F.A., Rhode Island School of Design

Kenneth S. Hawes[P]
Assistant Professor of Education
B.S., Massachusetts Institute of Technology; Ed.M., Ed.D., Harvard University

Michael J. Hearn
Associate Professor of Chemistry
B.A., Rutgers University; M.S., M.Phil., Ph.D., Yale University

Beth Ann Hennessey[A]
Assistant Professor of Psychology
A.B., Brown University; M.Ed., Lesley College; Ph.D., Brandeis University

Angela M. Heptner[P]
Lecturer in Spanish
Licenciatura, University of Madrid; M.A., Middlebury College

Dorothy Hershkowitz[P]
Instructor in Physical Education and Athletics
B.A., University of New Hampshire

Annette Herskovits[A]
Assistant Professor of Computer Science
B.S., Ecole Supérieure d'Electricité (France); M.S., Massachusetts Institute of Technology; Ph.D., Stanford University

Rosanna Hertz
Assistant Professor of Sociology
B.A., Brandeis University; M.A., Ph.D., Northwestern University

Donna Hewitt-Didham[P]
Instructor in Voice
A.B., Atlantic Union College

Sonja E. Hicks
Professor of Chemistry
B.S., University of Maine (Augusta); Ph.D., Indiana University (Bloomington)

Anne Higonnet
Assistant Professor of Art
B.A., Harvard College; M.A., Ph.D., Yale University

Karl G. Hill
Instructor in Psychology
B.S., New Mexico State University

Carmelita Hinton
Lecturer in Chinese
B.A., University of Pennsylvania

Philip Steven Hirschhorn[A]
Associate Professor of Mathematics
B.S., Brooklyn College of CUNY; Ph.D., Massachusetts Institute of Technology

Edward Craig Hobbs
Professor of Religion
Ph.B., S.T.B., Ph.D., University of Chicago

Mary V. Hoult
Laboratory Instructor in Biological Sciences
B.A., M.A., Wellesley College

Jacqueline Howard-Matthews
Assistant Professor of Black Studies
B.A., Spelman College; M.A., Howard University; Ph.D., Stanford University

Jonathan B. Imber
Whitehead Associate Professor of Sociology
B.A., Brandeis University; M.A., Ph.D., University of Pennsylvania

Rachel Jacoff
Marion Butler McLean Professor of the History of Ideas, Professor of Italian
B.A., Cornell University; A.M., M.Phil., Harvard University; Ph.D., Yale University

Owen Hughes Jander[A]
Catherine Mills Davis Professor of Music
B.A., University of Virginia; A.M., Ph.D., Harvard University

Laura Jeppesen[P]
Instructor in Viola da Gamba
B.A., Wheaton College; M.M., Yale University

Roger A. Johnson
Elisabeth Luce Moore Professor of Christian Studies, Professor of Religion
B.A., Northwestern University; B.D., Yale Divinity School; Th.D., Harvard Divinity School

Jacqueline Jones[A]
Professor of History
B.A., University of Delaware; M.A., Ph.D., University of Wisconsin (Madison)

William A. Joseph
Associate Professor of Political Science
B.A., Cornell University; M.A., Ph.D., Stanford University

Joseph P. Joyce
Associate Professor of Economics
B.S., Georgetown University; M.S., Ph.D., Boston University

Marion R. Just
Professor of Political Science
B.A., Barnard College; M.A., Johns Hopkins University; Ph.D., Columbia University

Nanako Kameshima
Assistant Professor in the Japanese Program
B.A., Kyoto Prefectural University; M.A., M.A., Ph.D., University of Wisconsin, Madison

Lidwien Kapteijns[A]
Assistant Professor of History
B.A., Ph.D., Amsterdam University; M.A., University of London

Laurie Katz[P]
Instructor in Physical Education and Athletics
B.A., Connecticut College; M.A., Michigan State University

Barbara A. Kellum[P]
Assistant Professor of Art
A.B., A.M., University of Southern California; M.A., University of Michigan (Ann Arbor); Ph.D., Harvard University

Catherine Kernan[P]
Assistant Professor of Art
B.A., Cooper Union; M.F.A., University of Wisconsin (Madison)

Sami Khuri[A]
Assistant Professor of Computer Science
B.S., American University of Beirut; M.S., M.S., Ph.D., Syracuse University

Emine Z. Kiray
Assistant Professor of Economics
B.A., Wellesley College; Ph.D., Massachusetts Institute of Technology

Jonathan B. Knudsen
Associate Professor of History
B.A., Michigan State University; Ph.D., University of California (Berkeley)

T. James Kodera[A1]
Professor of Religion
B.A., Carleton College; M.A., M.Phil., Ph.D., Columbia University

Elissa Koff
Professor of Psychology
B.S., Queens College of CUNY; M.S., Ph.D., Tufts University

Philip L. Kohl
Professor of Anthropology
B.A., Columbia University; A.M., Ph.D., Harvard University

Nancy Harrison Kolodny
Professor of Chemistry
B.A., Wellesley College; Ph.D., Massachusetts Institute of Technology

Kathleen A. Kopec[P]
Lecturer in The Writing Program
Director, Academic Assistance
B.A., Trinity College; M.A., Ohio University

Joel Krieger
Associate Professor of Political Science
B.A., Yale College; Ph.D., Harvard University

Christopher Krueger[P]
Instructor in Flute
B.M., New England Conservatory of Music

Jens Kruse
Assistant Professor of German
M.A., Indiana University; Staatsexamen University of Hamburg; Ph.D., University of California (Los Angeles)

François P. Lagarde
Assistant Professor of French
Licençe et Maîtrise es Lettres, Université de Toulouse-LeMirail; M.A., West Virginia University; Ph.D., Stanford University

Yuan-Chu Ruby Lam
Associate Professor of Chinese
B.A., M.A., Ph.D., Harvard University

Brigitte D. Lane
Assistant Professor of French
B.A., Université de Paris (Sorbonne); M.A., University of Kansas; Ph.D., Harvard University

Mary Rosenthal Lefkowitz
Andrew W. Mellon Professor in the Humanities
Professor of Greek and Latin
B.A., Wellesley College; A.M., Ph.D., Radcliffe College

Norman Levenberg, Jr.[A2]
Assistant Professor of Mathematics
B.S., Case Western Reserve University; M.A., Ph.D., University of Michigan (Ann Arbor)

Jesse Levine[P]
Instructor in Trumpet
B.M., Boston University

Laura Levine[A]
Assistant Professor of English
B.A., Bryn Mawr College; M.A., M.F.A., Columbia University; M.A., Ph.D., Johns Hopkins University

Andrea Gayle Levitt
Associate Professor of French and Linguistics
B.A., Wellesley College; M.A., M.Phil., Ph.D., Yale University

Mark Leymaster[P]
Lecturer in Political Science
A.B., Princeton University; J.D., Yale University Law School

Elizabeth C. Lieberman
Laboratory Instructor in Chemistry
Director of Sponsored Research
B.A., Wellesley College; M.A., Brandeis University

Lars Lih[A]
Assistant Professor of Political Science
B.A., Yale University; B.Phil., Oxford University; Ph.D., Princeton University

David Lindauer
Associate Professor of Economics
B.S., City College of CUNY; A.M., Ph.D., Harvard University

Irene R. Little-Marenin
Associate Professor of Astronomy
B.A., Vassar College; M.A., Ph.D., Indiana University

James Herbert Loehlin
Professor of Chemistry
B.A., College of Wooster; Ph.D., Massachusetts Institute of Technology

Douglas L. Long
Assistant Professor of Computer Science
B.A., Swarthmore College; M.A., Ph.D., Princeton University

Eleanor D. Lonske
Lecturer in Computer Science
Associate Director, Academic Computing
B.S., Boston College; M.Ed., Worcester State College; M.S., Worcester Polytechnic Institute

Margery Lucas
Assistant Professor of Psychology
B.S., Pennsylvania State University; M.S., Ph.D., University of Rochester

Barry Lydgate
Professor of French
B.A., M.Phil., Ph.D., Yale University

Irina Borisova-Morosova Lynch
Professor of Russian
A.M., Ph.D., Radcliffe College

Kathryn L. Lynch
Associate Professor of English
Co-Director of The Writing Program
B.A., Stanford University; M.A., Ph.D., University of Virginia

Jing-Heng Sheng Ma
Professor of Chinese
B.Ed., Taiwan Normal University; M.A., Phillip Women's University; M.A., Ph.D., University of Michigan

Martin A. Magid
Associate Professor of Mathematics
B.A., Ph.D., Brown University; M.S., Yale University

Frances Malino
Professor of Jewish Studies and of History
B.A., Skidmore College; M.A., Ph.D., Brandeis University

William J. Malone[P]
Instructor in Saxophone
B.M., Wichita State University; M.M., New England Conservatory of Music

Helen C. Mann
Laboratory Instructor in Chemistry
B.A., Fresno Pacific College; M.A., Wellesley College

Annick F. Mansfield[P]
Associate Professor of Psychology
A.B., Radcliffe College; Ph.D., Columbia University

Beatriz Manz[P]
Associate Professor of Anthropology
B.A., State University of New York (College of Potsdam); M.A., Ph.D., State University of New York (Buffalo)

Stephen Anthony Marini
Professor of Religion
B.A., Dickinson College; Ph.D., Harvard University

Louise Marlow
Assistant Professor of Religion
B.A., Cambridge University; M.A., Ph.D., Princeton University

Dale Rogers Marshall
Professor of Political Science
Dean of the College
A.B., Cornell University; M.A., University of California (Berkeley); Ph.D., University of California (Los Angeles)

Anthony C. Martin
Professor of Black Studies
Barrister-at-Law, Gray's Inn (London); B.S., University of Hull (England); M.A., Ph.D., Michigan State University

Miranda Constant Marvin[A]
Professor of Art and of Greek and Latin
B.A., Bryn Mawr College; Ph.D., Harvard University

Catherine Masson
Assistant Professor of French
Licençe, Maîtrise, Université de Haute Bretagne (Rennes); Ph.D., University of Michigan

Leonard Matczynski[P]
Instructor in Viola

Julie Ann Matthaei[A2]
Associate Professor of Economics
B.A., University of Michigan (Ann Arbor); M.A., M.Phil., Ph.D., Yale University

M. Cecilia Mattii
Assistant Professor of Italian
Dott. in Lett., University of Florence; Ph.D., Harvard University

Fred Everett Maus
Instructor in Music
B.A., Cornell University; M.F.A., Princeton University; M.Litt., Oxford University

Stephen D. McCauley[P]
Lecturer in English
B.A., University of Vermont; M.F.A., Columbia University

Katherine T. McClain
Assistant Professor of Economics
B.A., Pennsylvania State University; M.A., Ph.D., University of California (San Diego)

Cynthia B. McGowan[A]
Assistant Professor of Chemistry
B.S., Russell Sage College; M.A., Ph.D., Brandeis University

Alison G. McIntyre
Assistant Professor of Philosophy
B.A., M.A., Tufts University; Ph.D., Princeton University

Glenda Medeiros[P]
Instructor in Physical Education and Athletics
B.A., Catholic University of America; M.Ed., Lesley College

Nadia Medina[P]
Instructor in The Writing Program
B.A., Hamline University; M.A., Kansas State University

Ifeanyi A. Menkiti
Professor of Philosophy
B.A., Pomona College; M.S., Columbia University; M.A., New York University; Ph.D., Harvard University

Margaret V. Merritt[A]
Associate Professor of Chemistry
B.A., College of Wooster; Ph.D., Cornell University

Sally Engle Merry
Associate Professor of Anthropology
B.A., Wellesley College; M.A., Yale University; Ph.D., Brandeis University

Susan L. Meyer
Instructor in English
B.A., Johns Hopkins University; M.A., University of California (Los Angeles); M.A., M.Phil., Yale University

Linda B. Miller[A]
Professor of Political Science
A.B., Radcliffe College; M.A., Ph.D., Columbia University

Vicki E. Mistacco[A2]
Professor of French
B.A., New York University; M.A., Middlebury College; M.Phil., Ph.D., Yale University

Joel Moerschel[P]
Instructor in Cello
B.M., Performance Certificate, Eastman School of Music

Marianne V. Moore
Assistant Professor of Biological Sciences
B.A., Colorado College; M.S., Iowa State University; Ph.D., Dartmouth University

Carolyn A. Morley
Assistant Professor of Japanese
B.A., Oberlin College; M.A., University of British Columbia; Ph.D., Columbia University

Rodney J. Morrison
Professor of Economics
B.S., M.A., Boston College; M.S., Ph.D., University of Wisconsin (Madison)

Patrick Morton
Assistant Professor of Mathematics
B.A., University of Arizona; Ph.D., University of Michigan (Ann Arbor)

Barbara F. Muise
Laboratory Instructor in Biological Sciences
B.A., Bates College; M.A., Smith College

Craig Murphy
Associate Professor of Political Science
B.A., Grinnell College; M.A., Ph.D., University of North Carolina (Chapel Hill)

Afsaneh Najmabadi[P]
Assistant Professor of Sociology
B.A., M.A., Harvard University; Ph.D., University of Manchester

Barbara G. Nathanson
Assistant Professor of Religion
A.B., Princeton University; M.A., Ph.D., Duke University

Yudith Nave[P]
Assistant Professor of Religion
B.A., University of Tel Aviv; M.A., University of Haifa; Ph.D., Brandeis University

Len M. Nichols
Associate Professor of Economics
B.A., Hendrix College; M.A., University of Arkansas; M.S., Ph.D., University of Illinois (Urbana)

Linda Normandeau[P]
Instructor in Physical Education and Athletics
B.A., University of Vermont

Bruce Norton
Assistant Professor of Economics
B.A., University of Chicago; M.S., University of Wisconsin (Madison); Ph.D., University of Massachusetts (Amherst)

Hazel F. O'Donnell
Instructor in Voice
B.M., M.M., Boston University

James F. O'Gorman
Grace Slack McNeil Professor of American Art
B.A., Washington University; M.A., University of Illinois (Urbana); A.M., Ph.D., Harvard University

Ann O'Neill
Laboratory Instructor in Physics
B.A., Bryn Mawr College; M.S., University of Illinois

Robert L. Paarlberg
Associate Professor of Political Science
B.A., Carleton College; Ph.D., Harvard University

Katharine Park[A2]
Associate Professor of History
A.B., Radcliffe College; M.Phil., University of London; Ph.D., Harvard University

Carol Ann Paul
Laboratory Instructor in Biological Sciences
B.A., Keele University (Staffordshire, England)

Elizabeth L. Paul
Assistant Professor of Psychology
B.A., M.A., Ph.D., Boston University

Joanne I. Paul
Assistant Professor of Physical Education and Athletics
B.S., Valparaiso University; M.S., Indiana University

Elisabeth Pelizarri
Language Assistant in French
Cultural Coordinator, French House
Faculté d'Aix Marseille I

Timothy Walter Hopkins Peltason
Associate Professor of English
A.B., Harvard College; M.A., Ph.D., Yale University

T. Kaye Peterman
Assistant Professor of Biological Sciences
B.S., Texas A. and M. University; Ph.D., Duke University

David Burrell Pillemer[A]
Associate Professor of Psychology
B.A., University of Chicago; Ed.D., Harvard University

Isabelle C. Plaster[P]
Instructor in Bassoon
Assistant Director, Chamber Music Society
B.A., Wellesley College; M.M.A., New England Conservatory of Music

Elinor Preble[P]
Instructor in Flute
B.M., New England Conservatory of Music

Kathryn Conway Preyer
Professor of History
B.A., Goucher College; M.A., Ph.D., University of Wisconsin (Madison)

Ruth Anna Putnam
Professor of Philosophy
B.S., Ph.D., University of California (Los Angeles)

Laura Quinney
Assistant Professor of English
B.A., Yale University; Ph.D., Cornell University

William W. Quivers
Assistant Professor of Physics
B.S., Morehouse College; S.M., Ph.D., Massachusetts Institute of Technology

Sabine Raffy
Associate Professor of French
Licençe, Maîtrise, Doctorat Certificate, Université de Paris; Ph.D., New York University

Arati Rao
Assistant Professor of Political Science
B.A., Wellesley College; M.A., M.Phil., Ph.D., Columbia University

James Wilson Rayen[A2]
Elizabeth Christy Kopf Professor of Art
B.A., B.F.A., M.F.A., Yale University

Thomas Reinert
Assistant Professor of English
B.A., University of Puget Sound; M.A., Ph.D., Cornell University

Robin Alison Remington[P]
Florence Tucker Visiting Professor of Political Science
B.A., Southwest Texas State University; M.A., Ph.D., Indiana University

Joy Renjilian-Burgy
Lecturer in Spanish
B.A., Mount Holyoke College; A.M., Harvard University

Michèle M. Respaut
Associate Professor of French
Faculté des Lettres, Université de Montpellier; M.A., Assumption College; Ph.D., Brown University

Susan M. Reverby
Associate Professor of Women's Studies
B.S., Cornell University; M.A., New York University; Ph.D., Boston University

John G. Rhodes[P]
Assistant Professor of Art
A.B., A.M., Ph.D., Harvard University

Naomi R. Ribner
Assistant Professor of Art
B.A., State University of New York (Buffalo); M.F.A., Tufts University/Museum of Fine Arts

Jill E. Rierdan[P]
Lecturer in Psychology
B.A., M.A., Ph.D., Clark University

Alice Birmingham Robinson
Professor of History
B.A., Wellesley College; A.M., Ph.D., Harvard University

Mary E. Robson[P]
Instructor in Physical Education and Athletics
B.S., Boston University

Elizabeth Jane Rock
Nellie Zuckerman Cohen and Anne Cohen Heller Professor of Health Sciences
Professor of Chemistry
B.S., College of Mount St. Vincent; M.A., Smith College; Ph.D., Pennsylvania State University

Nicholas L. Rodenhouse
Assistant Professor of Biological Sciences
A.B., Hope College; M.S., Iowa State University; Ph.D., Dartmouth University

Steven Roens[P]
Assistant Professor of Music
B.A., Swarthmore College; M.A., Brandeis University; D.M.A., Columbia University

Guy M. Rogers[A]
Assistant Professor of Greek and Latin and of History
B.A., University of Pennsylvania; B.A., University of London; M.A., Ph.D., Princeton University

Wilfred J. Rollman
Assistant Professor of History
B.A., Creighton University; M.A., Ph.D., University of Michigan

Glenn D. Rosen[P]
Assistant Professor of Psychology
A.B., Swarthmore College; M.S., Ph.D., University of Connecticut

Lawrence A. Rosenwald
Associate Professor of English
B.A., M.A., Ph.D., Columbia University

Lorraine Elena Roses
Professor of Spanish
B.A., Mount Holyoke College; A.M., Ph.D., Harvard University

Julie Ross[P]
Assistant Professor of Psychology
B.A., M.A., University of California (Irvine); Ph.D., Harvard University

Angel Rubio[P]
Lecturer in Spanish
B.A., University of Madrid; M.A., Washington University

Margery M. Sabin
Lorraine C. Wang Professor of English
B.A., Radcliffe College; M.A., Ph.D., Harvard University

Donald Sanders[P]
Instructor in Trombone
B.A., Texas Christian University; M.M.A., New England Conservatory of Music

Francesco Scattone
Assistant Professor of Mathematics
Laurea, Universita di Roma; M.A., Ph.D., Columbia University

Alan Henry Schechter[A,2]
Professor of Political Science
B.A., Amherst College; Ph.D., Columbia University

R. Steven Schiavo
Professor of Psychology
B.A., Lehigh University; Ph.D., Columbia University

Jennifer G. Schirmer
Assistant Professor of Women's Studies
B.A., University of Arizona; M.A., Ph.D., Washington University

Marilyn J. Schneider
Assistant Professor of Chemistry
B.S., State University of New York (Brockport); Ph.D., Vanderbilt University

Adam Seitchik
Assistant Professor of Economics
B.A., University of Texas (Austin); M.A., Ph.D., Boston University

Lois Shapiro[P]
Instructor in Piano
B.Mus., Peabody Institute of Music; M.Mus., Yale University School of Music; D.Mus., Indiana University School of Music (Bloomington)

Sharon Sharpe
Athletic Trainer
B.S., State University of New York (Brockport); M.S., Purdue University

Andrew Shennan
Assistant Professor of History
B.A., M.A., Ph.D., Cambridge University (Corpus Christi College)

Vernon L. Shetley
Assistant Professor of English
A.B., Princeton University; M.A., M.Phil., Ph.D., Columbia University

Annemarie A. Shimony
Professor of Anthropology
B.A., Northwestern University; Ph.D., Yale University

Alan Shuchat
Professor of Mathematics
Associate Dean of the College
B.S., Massachusetts Institute of Technology; M.S., Ph.D., University of Michigan (Ann Arbor)

Randy Shull
Associate Professor of Computer Science
B.A., Humboldt State University; M.S., University of New Hampshire; M.A., Ph.D., Dartmouth College

Frederic W. Shultz
Professor of Mathematics
B.S., California Institute of Technology; Ph.D., University of Wisconsin (Madison)

Marilyn Sides
Assistant Professor of English
B.A., M.A., University of Utah; Ph.D., Johns Hopkins University

Susan S. Silbey
Associate Professor of Sociology
B.A., Brooklyn College; M.A., Ph.D., University of Chicago

Rachel Sing
Teaching Assistant in Chinese
B.A., Wellesley College

Susan E. Skeath
Instructor in Economics
B.A., Haverford College; M.A., Princeton University

Dennis M. Smith
Associate Professor of Biological Sciences
B.S., Ph.D., Loyola University (Chicago)

Elaine L. Smith[P]
Laboratory Instructor in Chemistry
B.A., M.A., Wellesley College

John Beebe Smith
Laboratory Instructor in Physics
B.S., University of Massachusetts (Amherst)

Nancy DuVergne Smith
Lecturer in The Writing Program
Editorial Director, Office of Public Affairs
B.F.A., Tulane University (Newcomb College); M.L.A., Harvard University

Sharon E. Soltzberg
Laboratory Instructor in Biological Sciences
B.A., University of Delaware; M.S., University of Pennsylvania

Alexia Henderson Sontag
Professor of Mathematics
B.A., Pacific Lutheran University; M.A., Ph.D., University of Minnesota (Minneapolis)

Elaine Spatz-Rabinowitz
Assistant Professor of Art
B.A., Antioch College; M.F.A., Tufts University

Ingrid H. Stadler
Professor of Philosophy
B.A., Vassar College; A.M., Radcliffe College; Ph.D., Harvard University

George Stambolian
Professor of French
B.A., Dartmouth College; M.A., Ph.D., University of Wisconsin (Madison)

Jean A. Stanley
Assistant Professor of Chemistry
B.S., University of London; M.S., Ph.D., University of Nebraska (Lincoln)

Glenn Stark
Assistant Professor of Physics
B.S., Massachusetts Institute of Technology; M.A., Ph.D., University of California (Berkeley)

Raymond James Starr
Associate Professor of Greek and Latin
B.A., University of Michigan (Ann Arbor); M.A., Ph.D., Princeton University

Edward A. Stettner
Professor of Political Science
B.A., Brown University; M.A., Ph.D., Princeton University

Daniel Stillman[P]
Instructor in Recorder
Instructor in Collegium Musicum
B.A., Brandeis University

Beatrice St. Laurent[P]
Instructor in Art
B.A., M.A., University of Massachusetts (Amherst); M.A., Harvard University

Marcia C. Stubbs[A1]
Lecturer in English
Co-Director of The Writing Program
B.A., M.A., University of Michigan (Ann Arbor)

Suzanne E. Stumpf[P]
Concert Coordinator, Department of Music
B.A., Wellesley College

Marina H. Sung
Assistant Professor of Chinese
B.A., University of California (Los Angeles); M.A., Ph.D., University of Wisconsin (Madison)

Kathleen C. Swallow
Assistant Professor of Chemistry
B.S., Westhampton College, University of Richmond; Ph.D., Massachusetts Institute of Technology

Brian Joseph Swift
Assistant Professor of Art
B.A., University of Connecticut; M.F.A., Rhode Island School of Design

Larissa J. Taylor
Instructor in History
B.A., Harvard University; M.A., Brown University

Snejana Jane Tempest[P]
Instructor in Russian
B.A., M.A., Moscow State University; M.A., Yale University

Marcia E. Thomas
Laboratory Instructor in Biological Sciences
B.S., University of Massachusetts; M.A., Smith College

Margaret D. Thompson
Associate Professor of Geology
B.A., Smith College; A.M., Ph.D., Harvard University

Avril Thorne[A]
Assistant Professor of Psychology
B.A., University of Utah; M.A., Arizona State University; Ph.D., University of California (Berkeley)

Eiko Torii
Language Assistant in Japanese
B.A., Kansai University (Osaka)

Marie-Paule Tranvouez
Assistant Professor of French
D.U.T., Institut Universitaire de Technologie (Brest); State University of New York (Stony Brook); Ph.D., University of California (Santa Barbara)

Malaine A. Trecoske
Laboratory Instructor in Chemistry

Nina Tumarkin[A2]
Professor of History
B.A., University of Rochester; M.A., Ph.D., Harvard University

Marilyn T. Turnbull[P]
Laboratory Instructor in Chemistry
B.A., Wellesley College; M.S., University of California (Berkeley)

L. Terrell Tyler, Jr.
Associate Professor of English
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Travel Instructions

IF YOU DRIVE

From the West:
Take the Massachusetts Turnpike to Exit 14 (Weston). Then go south on Interstate 95 (Route 128) for 1/2 mile to Route 16 Exit. Follow Route 16 West through the town of Wellesley to the College entrance, opposite the golf course.

From the East:
Take the Massachusetts Turnpike to Exit 16 (West Newton). Follow Route 16 West, directions above.

From the North:
Take Interstate 95 (Route 128) South to Exit 22A/22 (Route 16 West). Follow Route 16 West, directions above.

From the South:
Take Interstate 95 (Route 128) North to Exit 22 (Route 16 West). Follow Route 16 West, directions above.

IF YOU ARRIVE BY PLANE

From Logan International Airport, you can travel to Wellesley by subway or by taxi. If you travel by public transportation allow two hours. Exact fare is required. By MBTA (subway): At the airport, take the shuttle bus (free) to the Airport MBTA stop. Then take an inbound Blue Line car four stops to Government Center. Go upstairs and change to a Green Line car marked "RIVERSIDE-D." Get off at Woodland, the second to last stop. (The fare is 75 cents.)

From Woodland:

Take a taxi (approximately $9.00). If necessary, call Wellesley Community Taxi at 235-1600.

Allow about two hours for the trip to the College from the Airport by public transportation. Be sure to have plenty of change! Exact fare is required on bus and subway systems.

Taxi:

The Wellesley Community Taxi Service runs from about 6:00 AM to 11:00 PM and charges approximately $35.00, including tolls, for the ride from Logan International Airport to the College. A small additional fee is charged when more than three people share a cab. Other taxi services may charge different rates.

IF YOU ARRIVE BY TRAIN

Take Amtrak to South Station in Boston. From there, take the Red Line car (MBTA subway) two stops to Park Street. Change to a Green Line car marked "RIVERSIDE-D." Get off at Woodland, the second to last stop (the MBTA fare is 75 cents). Then follow the above directions from Woodland.

IF YOU ARRIVE BY BUS

Take the Greyhound or Peter Pan bus to the RIVERSIDE terminal, one stop before Boston. From there, take a taxi to the College (approximately $9.00). If necessary, call Wellesley Community Taxi at 235-1600.

All fares quoted are subject to change.

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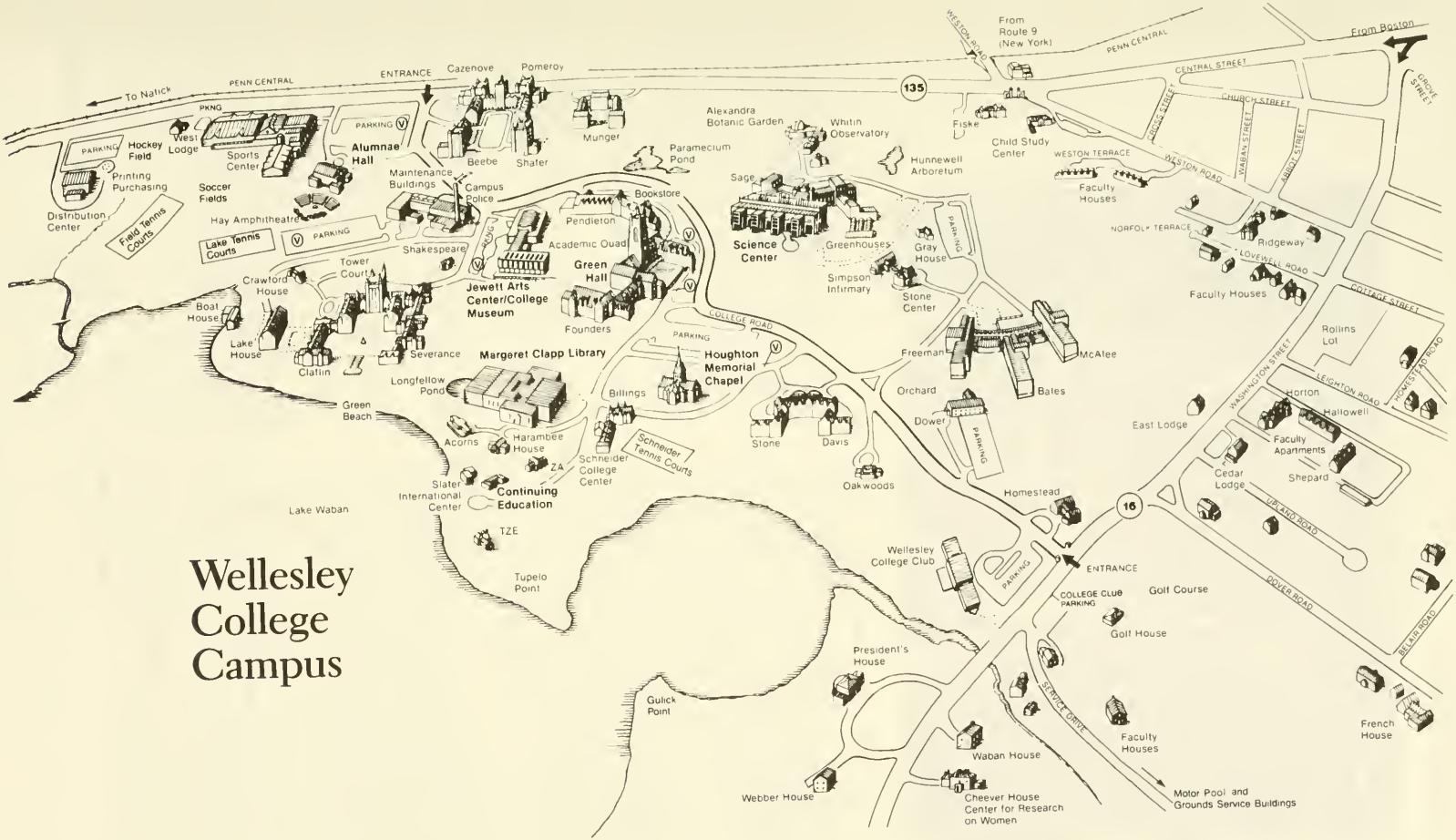
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135
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Beebe
Shafer
Munger
Alexandra Botanical Garden
Whitin Observatory
Fiske
Child Study Center
Distribution Center
Printing Purchasing
Soccer Fields
Field Tennis Courts
Hay Amphitheatre
Maintenance Buildings
Campus Police
Paramecium Pond
Hunnewell Arboretum
WESTON TERRACE
Faculty Houses
Lake Tennis Courts
Shakespeare
Tower Court
Crawford House
Boat House
Lake House
Clafin
Severance
Jewett Arts Center/College Museum
Academic Quad
Pendleton
Bookstore
Green Hall
Founders
Sage
Science Center
Greenhouses
Gray House
Simpson Infirmary
Stone Center
NORFOLK TERRACE
Ridgeway
LOVEWELL ROAD
Faculty Houses
COTTAGE STREET
Rollins Lot
COLLEGE ROAD
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Houghton Memorial Chapel
Freeman
McAfee
Bates
Orchard
Dower
Longfellow Pond
Billings
Green Beach
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Harambee House
ZA
Schneider College Center
Schneider Tennis Courts
Stone
Davis
Oakwoods
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Golf Course
Golf House
DOVER ROAD
BELKNAP ROAD
President's House
Gulick Point
SERVICE DRIVE
Faculty Houses
French House
Waban House
Webber House
Cheever House Center for Research on Women
Motor Pool and Grounds Service Buildings

The information contained in this Bulletin is accurate as of August 1989. However, Wellesley College reserves the right to make changes at its discretion affecting policies, fees, curricula or other matters announced in this Bulletin.

Wellesley College admits students, without regard to race, color, religion, or national origin, to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. The College does not discriminate on the basis of race, color, religion, national origin or sexual orientation, in administration of its educational policies, scholarship and loan programs, athletic and other college-administered programs or in its employment policies.

Wellesley College, as an independent, undergraduate educational institution for women, does not discriminate on the basis of sex against its students in the educational programs or activities which it operates, and does not discriminate on the basis of sex in its employment policies, in compliance with the regulations of Title IX of the Education Amendments of 1972, nor does the College discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973.

September 1989 18M

Wellesley College Bulletin
Wellesley, Massachusetts 02181

Second Class Postage
Paid at Boston, Massachusetts